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ABSTRACT

This manual was developed to assist classroom teachers responsible for implementing the grades 8 and 9 integrated occupational social studies program in Alberta, Canada. It contains: (1) information about the goals and objectives of the curriculum; (2) thematic contexts for the delivery of prescribed knowledge, skills, and attitudes; (3) suggestions for planning and implementing the program, including instructional strategies, sequenced activities, correlations of learning resources with activities, and additional resource suggestions; (4) generic strategies designed to develop further facility in process, inquiry, communication, and participation skills; (5) suggestions for integrating social studies instruction with essential life skills and other subject areas; and (6) suggestions for using community resources in delivery of the social studies program. The themes covered in the grade 8 program are: (1) "You and Your Physical/Cultural Community," (2) "Comparative Study: Canada and Brazil," (3) "Canada: Colonization to Confederation," and (4) "Careerwatch 8." Those covered in grade 9 are: (1) "You and Your Social/Economic Community," (2) "Comparative Study: Canada, USA, and USSR," (3) "Citizenship in Canada," and (4) "Careerwatch 9." (JB)

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INTEGRATED OCCUPATIONAL PROGRAM

Teacher Resource Manual

ED319646

GRADES 8 AND 9 SOCIAL STUDIES

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**Integrated Occupational Program
Grades 8 and 9 Social Studies
Teacher Resource Manual**

INTERIM 1989

NOTE: This publication is a service document. The advice and direction offered is suggested only. Consult the *Program of Studies/Curriculum Guide* to identify the prescriptive contents of the Integrated Occupational Social Studies Program for Grades 8 and 9.

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INTRODUCTION

OVERVIEW

This *Teacher Resource Manual* has been developed to assist classroom teachers to implement the Grades 8 and 9 Integrated Occupational Social Studies program. It contains:

- further information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed knowledge, skills and attitudes
- suggestions for planning and implementing the program, including:
 - instructional strategies
 - sequenced activities
 - correlations of learning resources with activities
 - additional resource suggestions
- generic strategies designed to develop further facility in process, inquiry, communication and participation
- suggestions for integrating social studies instruction with essential life skills and other subject areas
- suggestions for using community resources in delivery of the social studies program.

Teachers are encouraged to use this manual as a practical planning and instructional tool. The table of contents outlines the materials available within the tabbed sections. The manual format was chosen to enable teachers to add strategies, samples of student work and ideas for activities. During cooperative planning sessions, pages may be easily removed and shared with other Integrated Occupational Program teachers.

TIME ALLOCATION

In concurrence with the regular program, the Integrated Occupational Social Studies program has been designed for a minimum of 100 hours of instruction at each grade level. To meet student needs, additional time may be allocated to I.O.P. social studies instruction at the discretion of the local jurisdiction.

The four themes that provide coverage of the prescribed knowledge, skills and attitudes are designated for 80% of the instructional time. The elective component enables the teacher to spend 20% of the available instructional time on remediation and reinforcement (e.g., allowing students more time to meet learning expectations within the required component of the program), or on extension and enrichment (e.g., introducing a new topic).

Current affairs are to be integrated with the themes as illustrated in the following.

TIME ALLOCATION: Grade 8

THEMES AND RELATED CURRENT AFFAIRS		ELECTIVE	TOTAL
You and Your Physical/Cultural Community	35%	5%	40%
Comparative Study: Canada and Brazil	20%	5%	25%
Canada: Colonization to Confederation	20%	5%	25%
Careerwatch 8	5%	5%	10%

TIME ALLOCATION: Grade 9

THEMES AND RELATED CURRENT AFFAIRS		ELECTIVE	TOTAL
You and Your Social/Economic Community	35%	5%	40%
Comparative Study: Canada, U.S.A. and U.S.S.R.	20%	5%	25%
Citizenship in Canada	20%	5%	25%
Careerwatch 9	5%	5%	10%

ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the theme and skill dimensions of the junior high Integrated Occupational Social Studies program.

THEMES

The top two tabs on the right indicate the Grade 8 and Grade 9 THEMES. Using the thematic approach facilitates the integration of the cognitive (knowledge, skills and attitudes) and the metacognitive (process and inquiry) dimensions of social studies.

Four thematic units have been developed for each grade level. Using the activities as suggested will ensure the coverage of the prescribed knowledge, skills and attitudes of the social studies program.

Thematic units contain resources specific to the prescribed knowledge, skills and attitudes addressed within each theme.

SKILLS

The remaining three tabs along the right-hand side of this manual provide learning strategies, background information and student activities to further assist teachers when developing students' social studies SKILLS. The skills section is referenced throughout the thematic units to enhance the suggested activities and strategies. On occasion, teachers may find it necessary to interrupt the process of theme teaching and focus on direct skill instruction. The skills section of this manual provides assistance to accommodate the need for discrete skills instruction.

USE OF THE TEACHER RESOURCE MANUAL

The *Teacher Resource Manual* is comprised of two parts: the THEMES and the SKILLS. Concurrent use of the two sections will ensure that all of the prescribed I.O.P. social studies knowledge, skills and attitudes are addressed during the year.

The THEMES are the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the generic SKILLS section. The following example illustrates the use of the thematic and generic sections of this manual.

- Suggested Activity 11, page 27 encourages teachers to provide opportunities for students to locate on maps places in the news and to summarize the related current event.
- Teachers are encouraged to refer to the Participation and Communication generic sections of this manual for further suggestions and strategies.

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Grade 8
Themes

Grade 9
Themes

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R
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C

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K
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L
S

Process/
Inquiry

Communi-
cation

Participation

LEARNING RESOURCES FOR I.O.P. SOCIAL STUDIES 8 AND 9

BASIC STUDENT RESOURCE: GRADES 8 AND 9

Crewe, R. James, et al. *Living in North America*. Toronto, Ontario: D.C. Heath Canada, Ltd. (Second printing, 1989.)

The student resources outlined below are used in the regular junior high school social studies program and therefore are available through the Learning Resources Distributing Centre. Sections of these resources are suggested based upon their curricular reference. Students in the Integrated Occupational Program may require assistance to read and comprehend the resources. Suggestions for using the following resources are designed to assist those jurisdictions where Integrated Occupational Program classes are combined with regular classes.

GRADE 8

- Baldwin, Douglas, and Emily Odynak. *Canada's Political Heritage: Conflict and Change*, Kanata Series. Edmonton, Regina: Weigl Educational Publishers Limited, 1988.
- BonBernard, Trudie. *Brazil*. Edmonton, Canada: Arnold Publishing Ltd., 1989. (Pending approval.)
- Dawood, Ishie. *Brazil: Land of Contrasts*. Edmonton, Canada: Reidmore Books Inc., 1989. (Pending approval.)
- Hannell, Christine, and Robert Harshman. *Across Canada: Resources and Regions*, Second Edition. Toronto, New York: John Wiley and Sons, 1987.

GRADE 9

- Arnold, Phyllis. *The Soviet Union*, Canadian Social Sciences Services Ltd. 1983.
- Burley, Tony and Jim Latimer. *A Geography of Canada and the United States*. Edmonton, Canada: Arnold Publishing Ltd., 1989. (Pending approval.)
- Hannell, Christine, and Robert Harshman. *Across Canada: Resources and Regions*, Second Edition. Toronto, New York: John Wiley and Sons, 1987.
- National Geographic. "Journey Across Russia: The Soviet Union Today" (Kit), 1978.
- National Film Board Canada Map Education Kit, McIntyre, 1984.
- Zelinski, Victor, and Nigel Waters. *The United States: An Economic Perspective*. Rexdale, Ontario: John Wiley and Sons, 1989. (Pending approval.)

TECHNOLOGY AND THE MEDIA

A variety of computer courseware is available for social studies. Consult the librarian for information regarding software within the school or to locate appropriate catalogues. A summary of courseware available in social studies is provided in *Computer Course Evaluation, Vol. VIII* (Curriculum Support Branch, Alberta Education, 1988). Teachers may find the following software program particularly useful in the Integrated Occupational Program classroom:

Apple Writer IIe and *Appleworks*, Apple Computer, Inc., (Apple II/IIe/IIc). Available through LRDC.

Crosscountry Canada, Didatech Software Ltd., (Apple II/IIe/IIc/11gs). Available through LRDC.

A practical resource for teachers to gain insight regarding the implementation of word processing programs in classrooms is:

The Writing Process Using the Word Processor, Instructor's Manual, Alberta Education, Curriculum Support Branch, December, 1988.

ADDITIONAL SUPPORT MATERIALS

The following learning resources have been identified as potentially useful for the Integrated Occupational Social Studies program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions in identifying potentially useful learning resources. The responsibility of evaluating these resources prior to selection rests with the local school jurisdiction. In addition, a supply of newspapers, magazines, scissors, construction paper and glue is useful in the social studies class.

BOOKS

Alberta Career Development and Employment. *Kids and Careers, A Parents' Guide to Career Planning*. Career Information Services Branch of Alberta Career Development and Employment, 1987.

Brewner, Margaret M., William C. McMahon, Kathleen A. Paris and Michael P. Roche. *Life Skills, Attitudes on the Job*. Educational Design, Inc., 47 West 13th Street, New York, NY 10011, 1987.

Foster, Josephine A., M. Janice Hogan, Bettie M. Herring and Audrey G. Gieseeking-Williams. *Creative Living*, Canadian Edition. Collier Macmillan Canada, Inc., Ontario, 1985.

The John Howard Society of Alberta. *A Guide to the Young Offenders Act in Alberta*. Alberta Education, 1987.

Junior Achievement Program. *Project Business Consultant/Teacher Manual*. Junior Achievement of Canada, 1987.

Kimbrell, Grady and Ben S. Vineyard. *Entering the World of Work*, Bennett and McKnight, a division of Glencoe Publishing Company, 17337, Venture Boulevard, Encino, California, 91316, 1983.

Marchand, Edward. *Working For Canadians, A Study of Local Provincial and Federal Government*. Prentice-Hall of Canada Ltd., Scarborough, Ontario, 1986.

Morrison, Marion. *People and Places: Brazil*. Silver Burdett Press, Englewood Cliffs, New Jersey, 1988.

Time-Life Books. *Library of Nations: Brazil*. Time-Life Books, Inc., Silver Burdett Company, U.S.A. and Canada, 1986.

Perry, Ritchie, *Brazil the Land and Its People*. Silver Burdett Company, Morristown, N.J., 1981.

PERIODICALS

Canada and the World is a magazine designed for students reading at Grades 8 through 11 reading levels. Nine copies per year are published between September and May. Canada and the World is published by R/L Taylor Publishing Consultants Ltd., Box 7004, Oakville, Ontario, L6J 6L5, (416) 338-3394.

Canadian Geographic magazine is published bi-monthly and is available through the Royal Canadian Geographic Society, 39 McArthur Avenue, Vanier, Ontario, K1L 8L7.

National Geographic is published monthly by the National Geographic Society, 17th and MStS., N.W., Washington, D.C. 20036, or P.O. Box 2174, Washington, D.C., 20013.

Scholastic Scope is a high interest/low reading ability periodical. Scope is designed for students in Grades 8-12, but it is written at the Grades 4-7 levels. Each magazine includes essays, news articles, TV scripts, sports news, cartoons, and other features designed to motivate students in social studies and language arts. Scope is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, L4C 3G5.

VIDEOTAPES

Spirit Bay Series. Thirteen titles addressing Native Canadian concerns and issues. Distributed by Magic Lantern, 7-11771, Horseshoe Way, Richmond, B.C., V7A 4V4, (604) 271-3311.

KITS

Williams, Ken, Project Director. *Canada Studies Program.* (Kit) Graphic Learning of Canada, P.O. Box 91818, West Vancouver, B.C., V7V 4S1, 1985.

ADDITIONAL MATERIALS relating to each theme may be located in magazines, in newspaper/journal articles and through government agencies. Films and videos are available for loan through the five centres listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

Zone I - Peace River Regional Service, c/o Peace River School District No. 10, P.O. Box 988, Peace River, Alberta, T0H 2X0, Telephone: 624-3187.

Zones II and III - Central Alberta Media Service, c/o Sherwood Park Catholic School District, 2017 Brentwood Boulevard, Sherwood Park, Alberta, T8A 0X2, Telephone: 464-5540.

Zone IV - Alberta Central Regional Education Services, County of Lacombe No. 14, Bag Service 108, Lacombe, Alberta, T0C 1S0, Telephone: 782-6601.

Zone V - South Central Alberta Film Federation, County of Wheatland No. 16, Box 90, Strathmore, Alberta, T0J 3H0, Telephone: 934-5028.

Zone VI - Southern Alberta Regional Film Centre, c/o McNally School, P.O. Box 845, Lethbridge, Alberta, T1J 3Z8, Telephone: 320-7807.

SAFE CLASSROOM ENVIRONMENTS: EMOTIONAL/PHYSICAL

In view of the wide range of physical, social and emotional development among adolescents, social studies activities must be carefully planned with emotional and physical safety in mind. Teachers may be held liable for negligence of safety policies, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and, c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

"A Child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations." (*Information on The Child Welfare Act (Alberta) & The Young Offenders Act (Canada) for educators, parents, and students . . . available from Alberta Education.*)

Teachers must carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. This sensitivity must be particularly acute early in the year when students may be more unsure of themselves, their teacher and peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/log book entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers must understand legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

"The teacher treats pupils with dignity and respect and is considerate of their circumstances."

"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil." (*The Alberta Teachers' Association Members' Handbook*)

The Provincial *Child Welfare Act* states that anyone:

"... who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director ... " of Alberta Social Services. (*Information on The Child Welfare Act - Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

"... is guilty of an offence and liable to a fine of not more than \$2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."

"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional - such as a teacher - did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession." (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers must:

- use common sense
- model behaviour which demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students against hazards involved in each activity at the outset and reinforce continually
- think ahead - plan carefully in order to ensure that activities are appropriate to the available space and class size
- check, regularly, all equipment in use.

Physical safety is not just a series of precautions to take at the beginning of the year, or a series of rules to post in the work area. Safety is a state of mind, something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

The Workplace Hazardous Materials Information System (WHMIS) is a hazard communications program designed to protect workers across Canada from injuries and illnesses caused by exposure to chemicals. The program uses federal and provincial legislation to ensure the labelling of hazardous materials, the provision of materials safety data sheets (MSD's) by suppliers of hazardous materials and worker education/instruction programs.

Posters, booklets and pamphlets that describe features of WHMIS are available at no cost from the nearest Regional Office of Alberta Occupational Health and Safety and may be useful in the social studies classroom.

Other resource materials on WHMIS include a videotape, *WHMIS: Working for You*, and a reference manual, *WHMIS Core Material: A Resource Manual for the Application and Implementation of WHMIS (1989 Revised Edition)*. These materials can be ordered through the Alberta Association of Safety Personnel/Canadian Society of Safety Engineers Provincial Body, P.O. Box 262, Main Post Office, Edmonton, Alberta, T5J 2J1.

EVALUATION

Teachers are encouraged to evaluate student progress relative to prescribed knowledge, skills and attitudes throughout the year using a variety of instruments and techniques. The following categories briefly describe evaluation methods. The list is not inclusive, rather it may serve to guide the evaluation process.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records can provide useful data for analysis and interpretation.
CHECKLISTS	Checklists can serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape record tests to evaluate student listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.
OBSERVATION	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATION	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: <u>The Likert Scale</u> – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. <u>The Semantic Differential</u> – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from + 3 (very favourable) through 0 (very unfavourable). <u>Rank Order</u> – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.
TESTS	<u>Objective tests</u> – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. <u>Free response tests</u> – sentence answers, paragraphs, essays. Testing should be <u>balanced with other evaluation instruments and techniques</u> when determining marks for reporting purposes. <u>Tests should be scheduled.</u> Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational Social Studies program is to enhance students' self-esteem by providing them with opportunities to become increasingly competent individuals. Achieving competence in social studies is a developmental process acquired as skills are refined and expanded over time.

The scope and sequence chart is designed to provide a brief overview of the prescribed:

- knowledge and concepts
- process, communication and participation skills
- inquiry strategies to be developmentally addressed at each grade level.

The skills and strategies are interdependent and may be taught within the suggested themes outlined in the *Teacher Resource Manual*. The thematic structure facilitates this interdependency resulting in a holistic social studies program. Note that the learning objectives relating to personal/interpersonal development and the study of current affairs are to be addressed throughout the year. Except in rare circumstances, discrete skill instruction is not advocated.

It is intended that the number of skills be increased and applied to a variety of progressively difficult situations as students evolve through Grades 8 and 9. The goal of this approach to skill development is student skills mastery.

The generic skills and strategies to be addressed in the Grades 8 and 9 Integrated Occupational Social Studies program are listed below. Activities to further develop appropriate skills and strategies are suggested in each thematic unit and the generic skills section of this document.

PROCESS/INQUIRY

Process skills, such as recalling, locating, interpreting, organizing, analyzing, synthesizing and evaluating will enable the learner to gather, organize, appraise and apply knowledge.

Inquiry strategies enable the student to combine process, communication and participation skills, and critical/creative thinking to solve problems and make decisions.

COMMUNICATION

Communication skills which involve the five language arts strands of listening, speaking, reading, writing and viewing, will enable the student to receive, analyze and transmit knowledge.

PARTICIPATION

Participation skills will enable the learner to apply process, inquiry and communication skills to enhance interaction with others.

Students differ in the rate at which they acquire skills. Sequencing skills will assist teachers to address successfully the various learning rates discernible in the classroom. Successful sequencing involves altering and adjusting learning tasks to suit individual student needs, interests and growth patterns. The sequence should begin with the current performance of the student, lead to the diagnosis of problem areas and focus on promoting growth in responsible citizenship.

The Grade 8 course introduces many skills with which students may be unfamiliar from previous school placements; the Grade 9 course focuses on expanding the application of skills within new contexts.

SOCIAL STUDIES, GRADES 8 AND 9

GRADE 8	GRADE 9
PERSONAL/INTERPERSONAL DEVELOPMENT RECOGNIZES THE RELATIONSHIPS AMONG PERSONAL QUALITIES, SELF-CONCEPT AND SELF-ESTEEM - Identifies and lists personal qualities/limitations - Relates personal qualities/limitations to self-concept and self-esteem - Identifies the personal qualities of others - Examines strategies to increase self-concept and self-esteem DISTINGUISHES DEVELOPMENTAL PATTERNS - Identifies internal and external influences on developmental patterns - Identifies needs and wants - Recognizes that differences/similarities exist in human developmental patterns COMPARES ROLES - Identifies personal roles - Recognizes the relationship between roles and social situations - Defines, identifies and selects appropriate role models COMPARES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES - Identifies a variety of problem-solving/decision-making strategies - Applies a variety of strategies to various issues/problems	PERSONAL/INTERPERSONAL DEVELOPMENT REVIEWS AND APPLIES GRADE 8 SKILLS IN NEW CONTEXTS DISTINGUISHES DEVELOPMENTAL PATTERNS - Priorizes personal needs and wants - Compares/contrasts personal needs and wants with those of other individuals - Lists and prioritizes personal values - Demonstrates an understanding of the relationship between empathy and tolerance RELATES INDEPENDENCE TO RESPONSIBILITY - Outlines the developmental stages of independence: infancy, childhood, adolescence, adulthood - Compares/contrasts levels of independence throughout each stage - Recognizes that independence leads to self-actualization - Relates level of independence to responsibility - Compares the interdependence of personal commitment and the expectations of others - Plans strategies for accepting increasing levels of responsibility IDENTIFIES AND APPLIES PROBLEM-SOLVING/DECISION-MAKING STRATEGIES - Lists and applies time management strategies - Identifies and applies stress management strategies

GRADE 8	GRADE 9
OUTLINES THE ELEMENTS OF A PLAN • Defines the concept of planning • Outlines and applies the elements of a plan • Applies steps of a plan to a specific task or problem IDENTIFIES CONSEQUENCES OF BEHAVIOUR • Lists various social and personal behaviours and investigates possible consequences associated with each • Categorizes consequences as positive or negative • Recognizes that consequences may be controlled by personal behaviour DEMONSTRATES CRITICAL AND CREATIVE THINKING STRATEGIES • Identifies and examines process skills such as locating, recalling, imagining, predicting, interpreting, applying, analyzing, synthesizing, monitoring, evaluating and organizing • Identifies and applies critical and creative thinking strategies OUTLINES STRATEGIES TO MEET PEOPLE • Generates a list of locations/situations to meet people • Displays communication skills appropriate for social contacts RECOGNIZES THE COMMUNICATION OF PLEASANT AND UNPLEASANT FEELINGS • Generates a list of pleasant and unpleasant feelings • Recognizes that feelings may lead to behaviours that are socially acceptable or unacceptable, or to the repression of behaviours and feelings • Demonstrates socially acceptable strategies to attend to and communicate feelings • Examines strategies to receive and attend to pleasant and unpleasant messages	RECOGNIZES THE NEED FOR REALISTIC GOAL PLANNING • Identifies and categorizes individual goals • Identifies factors that determine whether a goal is realistic • Outlines examples of goals leading to immediate/deferred gratification • Recognizes that deferring immediate gratification may result in achieving long-range goals • Relates personal satisfaction to immediate and deferred gratification IDENTIFIES AND APPLIES CRITICAL AND CREATIVE THINKING STRATEGIES • Uses process skills to investigate and apply critical/creative thinking strategies SUMMARIZES INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO SUCCESS • Outlines the attributes of a successful person • Recognizes that success may be defined in different ways depending upon internal/external factors • Distinguishes intrinsic and extrinsic motivators • Identifies successful people within the school and the community and provides supporting reasons • Plans strategies for achieving individual success

GRADE 8	GRADE 9
EXPLAINS FAMILY STRUCTURES AND RECOGNIZES PERSONAL ROLE ● Recognizes and understands that there are various family structures: nuclear, single parent, extended, grandparents, others ● Identifies varied roles of family members in each family pattern: mother, father, child, sibling, other ● Identifies personal family structure and roles ● Outlines behaviours and attitudes that facilitate cooperative family interaction IDENTIFIES SKILLS/STRATEGIES NEEDED FOR PRODUCTIVE GROUP WORK ● Lists skills needed for productive group work: listening, participating, tolerating, asserting ● Identifies roles within the group ● Generates a set of rules to promote productive group work DISTINGUISHES TOLERANT/INTOLERANT BEHAVIOURS AND ATTITUDES ● Shares examples of tolerant/intolerant behaviour and attitudes ● Identifies factors influencing tolerant/intolerant behaviour and attitudes ● Develops strategies to assist self and others to manage behaviours and attitudes of intolerance RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT	IDENTIFIES FRIENDSHIPS AND PEER GROUPS ● Compares/contrasts real and superficial friendships ● Relates peer groups to peer group norms OBSERVES AND EXPLAINS GROUP BEHAVIOUR ● Determines situational etiquette ● Compares cooperative, uncooperative and competitive behaviours ● Identifies conflict and conflict resolution strategies ● Lists leadership qualities ● Relates group norms to role behaviour RELATES CURRENT AFFAIRS TO THE STUDY OF PERSONAL/INTERPERSONAL DEVELOPMENT
THE PHYSICAL AND CULTURAL COMMUNITY LOCATES SOURCES OF INFORMATION ● Describes and applies the information contained within an atlas ● Identifies sources of information within the school and community ● Interprets information in charts, graphs, tables, diagrams and maps ● Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distance, scales and physical features	THE SOCIAL AND ECONOMIC COMMUNITY RELATES GEOGRAPHICAL LOCATION, PHYSICAL FEATURES, CLIMATE AND NATURAL RESOURCES TO INDUSTRY AND POPULATION ● Compares/contrasts community population trends ● Distinguishes renewable/non-renewable resources within the community ● Identifies reasons for population changes: environmental issues, lack of employment, other ● Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, scales and physical features

GRADE 8	GRADE 9
IDENTIFIES THE PHYSICAL COMMUNITY ● Relates the geographical location, physical features, climate and natural resources of the community ● Compares/contrasts the local community with other communities INTERPRETS THE URBAN GRID SYSTEM ● Identifies the components of a town or city grid system ● Identifies the directional layouts of streets and avenues ● Explains the relationships among streets, avenues and numbering systems ● Locates specific addresses within the community RECOGNIZES THE MAJOR AREAS OF AN URBAN CENTRE ● Identifies the major areas of an urban centre: inner core, industrial parks, residential areas, recreation areas, others ● Determines the services found in each area ● Recognizes the relationships among the areas of the city, types of service and transportation access systems ● Defines and locates public/service agencies within the community ● Determines and outlines appropriate behavioural strategies during emergencies such as power failures, tornadoes, toxic spills ● Identifies sources of transportation information ● Locates and interprets public transportation schedules ● Compares the forms of travel within the community RECOGNIZES THE RURAL GRID SYSTEM ● Identifies and defines the components of the rural/municipal grid system: section, township, range, meridian ● Recognizes that township and range lines are similar to streets and avenues for use in locating rural addresses ● Identifies major roadways in rural areas	RECOGNIZES THE EFFECT OF ENVIRONMENTAL ISSUES ON THE INDIVIDUAL AND THE COMMUNITY ● Lists and prioritizes the environmental concerns presently affecting the community, province, country and the world ● Gathers data and uses a decision-making process to develop a personal opinion regarding several environmental issues ● Develops strategies to increase community awareness of and response to environmental concerns DEMONSTRATES AN UNDERSTANDING OF IMMIGRATION ● Identifies the countries of origin represented in the local community ● Identifies reasons for immigration ● Recognizes the benefits the community offers immigrants and immigrants offer the community ● Locates and uses sources of information to determine contributions made by various cultural groups: clothing, food, recreation, crafts, others ● Distinguishes between immigrants/refugees OUTLINES DIFFICULTIES FACED BY IMMIGRANTS ● Summarizes ways in which immigrants overcome difficulties ● Develops strategies to increase understanding and acceptance of immigrants/cultural groups

GRADE 8	GRADE 9
IDENTIFIES THE CULTURAL COMMUNITY • Defines the concept of cultural group • Distinguishes major cultural groups within the community • Shares information about personal heritage • Identifies various cultural group contributions to the community IDENTIFIES COMMUNICATION SYSTEMS WITHIN THE COMMUNITY • Describes human interaction contributing to community cohesiveness • Outlines the role of technology in contributing to community cohesiveness RELATES CURRENT AFFAIRS TO THE STUDY OF THE PHYSICAL AND CULTURAL COMMUNITY • Locates and places towns, cities and countries in the news on maps using latitudes and longitudes CANADA: COLONIZATION TO CONFEDERATION SUMMARIZES HOW CANADA BECAME A COUNTRY • Outlines significant individuals and events leading to confederation: e.g., settlement, exploration, nationhood, B.N.A. Act, Sir John A. Macdonald • Understands that confederation is a compromise	IDENTIFIES THE ECONOMIC COMMUNITY • Names major businesses and industries within the community • Classifies businesses and industries as primary, secondary or tertiary • Relates population, resources, industry and the economic base of a community to employment • Relates the major areas of an urban/rural community to industries, services and population patterns RECOGNIZES THE INFLUENCE OF VARIOUS FACTORS ON THE QUALITY OF LIFE • Identifies renewable/non-renewable resources • Distinguishes between market, centrally planned and mixed economic patterns • Relates economic patterns to quality of life RELATES CURRENT AFFAIRS TO THE STUDY OF THE SOCIAL AND ECONOMIC COMMUNITY • Locates and places towns, cities and countries in the news on maps, using latitudes and longitudes • Identifies the hemispheres and the continents CITIZENSHIP IN CANADA DISTINGUISHES LAWS AS THEY PERTAIN TO THE INDIVIDUAL AND THE COMMUNITY • Recognizes that there are different levels of government • Summarizes the development of and need for laws: e.g., the Highway Traffic Act the Young Offenders Act

GRADE 8	GRADE 9
DEFINES THE QUALITIES OF A RESPONSIBLE CITIZEN • Describes the attitudes and behaviours of members of society who make positive contributions RELATES CURRENT AFFAIRS TO THE STUDY OF CANADA: COLONIZATION TO CONFEDERATION	RECOGNIZES THE QUALITIES OF A RESPONSIBLE CITIZEN • Describes the attitudes and behaviours of members of society who make positive contributions • Identifies the personal characteristics that society values in its members RELATES CURRENT AFFAIRS TO THE STUDY OF CITIZENSHIP IN CANADA • Relates political cartoons to current events • Identifies symbolism in cartoons • Recognizes the cartoonist's message
CAREERWATCH 8 DESCRIBES THE CAREERS OF FAMILY MEMBERS AND/OR FRIENDS • Shares information about careers • Categorizes jobs into employment clusters SELECTS AND LISTS PERSONAL QUALITIES RELATED TO EMPLOYMENT • Identifies interests and relates these to employment • Outlines the desired characteristics and qualities of an employee IDENTIFIES VOLUNTEER EMPLOYMENT • Lists the benefits of volunteer employment • Identifies volunteer services and organizations within the community • Categorizes volunteer services in terms of individual interests • Identifies relationships between volunteer work and job experience RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY • Recognizes that world events may influence employment opportunities	CAREERWATCH 9 IDENTIFIES EMPLOYMENT OPPORTUNITIES WITHIN THE COMMUNITY • Locates sources of employment information within the community • Classifies employment opportunities into occupational clusters • Identifies institutions within the community that relate to the occupational clusters IDENTIFIES NEW/FUTURE EMPLOYMENT OPPORTUNITIES IN THE COMMUNITY • Recognizes the importance of local radio, TV and newspapers as sources of information regarding new industries and job opportunities RELATES COMMUNITY EMPLOYMENT OPPORTUNITIES TO PERSONAL ABILITIES, NEEDS AND INTERESTS RELATES CURRENT AFFAIRS TO EMPLOYMENT IN THE COMMUNITY, PROVINCE, COUNTRY AND WORLD • Recognizes that world events may influence employment opportunities

YOU AND YOUR PHYSICAL/CULTURAL COMMUNITY

OVERVIEW

Physical and cultural interactions are examined at the local, provincial and country levels. Students will relate the physical and cultural environments to self-development and determine the influence of individual behaviour on communities.



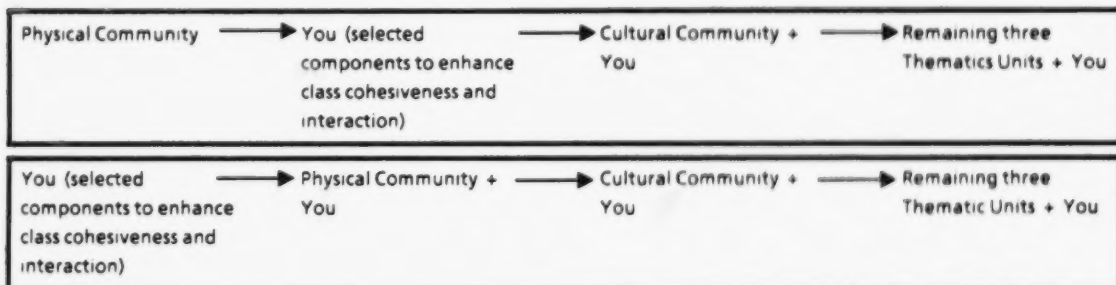
"You and Your Physical/Cultural Community" is organized into three sections: A. "Physical Community", B. "You" and C. "Cultural Community". The physical community is addressed initially due to the concrete, rather than abstract, nature of the related knowledge and skills. It is intended that suggested activities and strategies from "You" be addressed throughout the year.

A. The section on the physical community will provide opportunities for students to develop and apply knowledge and skills relative to grid systems, maps and atlases while:

- locating streets and avenues in local and neighbouring communities
- recognizing rural land patterns
- locating physical features, such as water bodies, mountain ranges, deserts and tundra, urban/rural centres, transportation routes and natural resources
- identifying time zones
- identifying water bodies, main urban centres, countries and continents of the world.

B. Teachers are encouraged to enhance student personal/interpersonal development by assessing their abilities, needs and interests throughout the year and by organizing for teaching accordingly.

It is recommended that teachers address the knowledge, skills and attitudes highlighted in the "You" section throughout the year in a variety of contexts. The following illustrations provide suggestions regarding the placement of the "You" section and the learner outcomes relative to personal/interpersonal development.



C. The final section developed in this thematic unit relates to the cultural community. Students will identify personal cultural groups, community cultural groups and contributions made by cultural groups to the local community.

Teachers are encouraged to reference "Personal/Interpersonal Development" and "The Physical and Cultural Community" sections in the *Program of Studies/Curriculum Guide*, and the "Generic Skills" section of this document when planning for instruction. The abilities, needs and interests of students are to be considered when selecting activities.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify physical features that influence natural resources and human population
- identify the influence of various cultural groups
- examine human interaction relative to the physical/cultural community
- develop a thorough understanding of the local physical/cultural community
- compare communities in the province and country
- recognize the influence of individuals on community development and the community on individual development
- identify and locate on maps countries and continents in the news.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this theme are outlined below.

KNOWLEDGE

- Personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence.
- The ability to recognize roles and role models is important for personal/interpersonal development.
- Internal and external factors may influence personal behaviour and development.
- Critical/creative thinking, process skills and inquiry strategies may be used to explore personal/interpersonal development.
- Humans are interdependent. Therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations.
- Many factors contribute to the physical and cultural community and understanding these factors will enable the individual to adapt to communities undergoing change.
- The physical and cultural communities are interdependent.
- Applying process skills and inquiry strategies will expand personal knowledge of the physical and cultural community.
- Personal/interpersonal development and the physical/cultural community may be influenced by current affairs.

SKILLS

- Recognizes the relationships among personal qualities, self-concept and self-esteem.
- Distinguishes developmental patterns.
- Compares roles.
- Compares problem-solving/decision-making strategies.
- Outlines the elements of a plan.
- Identifies consequences of behaviour.
- Demonstrates critical and creative thinking strategies.
- Outlines strategies to meet people.
- Recognizes the communication of pleasant and unpleasant feelings.
- Recognizes family structure and personal roles.
- Identifies skills/strategies needed for productive group work.
- Distinguishes tolerant/intolerant behaviours and attitudes.
- Locates sources of information.
- Identifies the physical community.
- Interprets urban/rural grid systems.
- Recognizes the major components of urban/rural areas.
- Identifies the cultural community.
- Identifies the influence of cultural and physical community on self-development.
- Identifies communication systems within the community.
- Relates current affairs to the study of personal/interpersonal development and physical/cultural communities.

ATTITUDES

- Realizes the value of becoming a responsible, participating member of society.
- Appreciates personal attributes, characteristics and behaviours.
- Develops a sense of responsibility for personal behaviour.
- Develops the desire to acquire appropriate communication skills.

- Appreciates the diversity of others with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes.
- Appreciates human interdependence.
- Appreciates the need to understand the physical and cultural community for a better understanding of self and family.
- Appreciates the importance of developing process skills and communication and participation strategies for lifelong learning in a changing society.
- Appreciates and accepts the cultural background of community members.
- Recognizes the importance of understanding current world issues as they relate to personal/interpersonal development and the physical/cultural community.

LEARNING RESOURCES

- Sections from the basic student resource, *Living in North America*, will enhance the learning objectives highlighted in this theme.
- Sections from *Across Canada: Resources and Regions, Second Edition* may be appropriate alternatives to the basic resource.
- The *Program of Studies/Curriculum Guide* contains suggestions regarding additional teaching strategies, student activities, curricular integration and community partnerships.

ADDITIONAL SUPPORT MATERIALS

- Sections from *Creative Living* may assist teachers to organize instruction relative to personal and interpersonal development.
- Sections of the kit *Canada Studies Program* may prove useful when investigating the physical community.
- Videotapes from the Spirit Bay Series may assist teachers when organizing instruction related to cultural groups and personal/interpersonal development.

A. PHYSICAL COMMUNITY

LEARNING RESOURCES

- *Living in North America.*

Chapter 1, Finding Your Way
Chapter 2, Landforms and Water Forms
Chapter 3, Weather and Climate
Chapter 4, People and the Environment

- *Across Canada: Resources and Regions.*

Chapter 1, An Overview of Canada and How It Relates to the World
Chapter 2, Canada's Physical Base
Chapter 4, Where We Live
Chapter 10, Canada and Its Regions

- *Program of Studies/Curriculum Guide: The Physical and Cultural Community.*

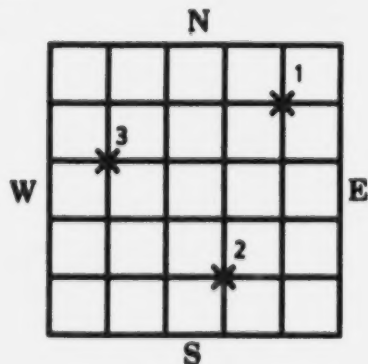
ADDITIONAL SUPPORT MATERIALS

- *NFB Canada Studies Program (Kit).*
- *Canada Studies Program (Kit).*

SUGGESTED ACTIVITIES

Note: Provide opportunities throughout this thematic unit for students to chart and/or graph information about Canada. Post the visuals to enhance student ability to compare Canada with Brazil during the following thematic unit.

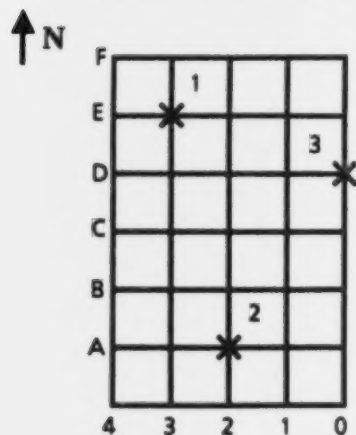
1. Review grid systems. (Confer with the mathematics teacher or complete review activities to determine student familiarity with reading grids.) Relate a grid system to a world map. Review basic knowledge associated with map making. (See *Living in North America*, pp. 10-17, *Program of Studies/Curriculum Guide*, pp. 54-55 and *Across Canada, Resources and Regions*, pp. 18-19, 39-45.)



e.g., Maps are scale drawings of real areas.
The top of a map or grid is always north.
Longitudes and latitudes are man-made, imaginary lines.
Grids are used to simplify world travel.

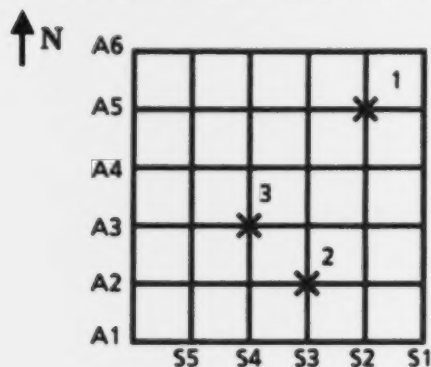
- Draw X's on a grid and ask students to identify in which quarter the X's are placed.
X¹ → NE
X² → SE
X³ → NW

2. Make an overhead transparency of a grid, numbered as per the diagram below. Place X's on the grid intersections and have students identify the exact grid location.



e.g., X^1 is E3
 X^2 is A2
 X^3 is D0

3. Relate the grid to streets and avenues. In some cities, streets run north and south; avenues run east and west. (Among the exceptions are Red Deer and Westlock where avenues run north and south; streets, east and west.)

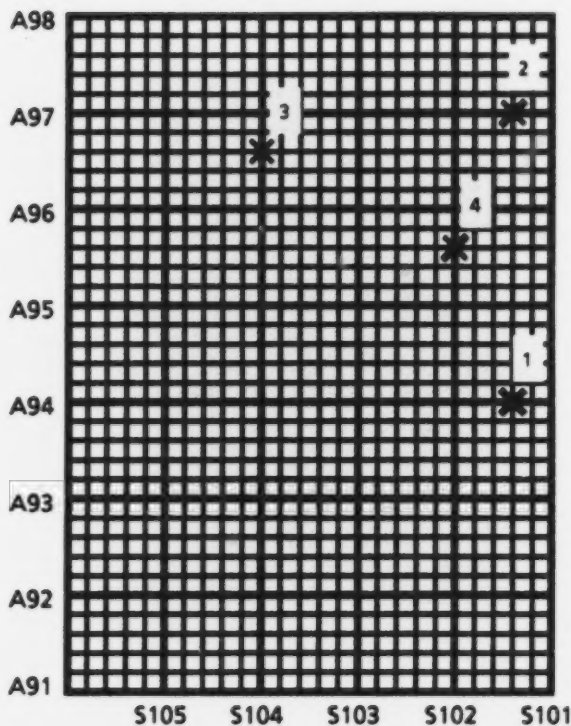


- a. Place X's on a prepared overhead transparency or board drawing. (S's are streets, A's, avenues) and have students identify the exact locations.

- b. Ask students to place X's on the grid as per your requests.

e.g., X^1 is 5th avenue, 2nd street
 X^2 is 2nd avenue, 3rd street
 X^3 is 3rd avenue, 4th street.

- c. Divide each grid section into five sub sections and have students locate "addresses".
Graph paper is ideal for this activity.
- avenue* numbers increase from south to north
 - street* numbers increase from east to west.
- (*Note the organization of the community and adjust this activity accordingly.)



Place an X between intersections and ask students to give the exact location.

e.g., X¹ is 101 street, 94 avenue,
2nd lot (or house) or, in
another form
10102-94 avenue

street number lot number avenue number

X² is 101 street, 97 avenue,
2nd lot; therefore,
10102-97 avenue

street number lot number avenue number

X³ is 96 avenue, 104 street,
3rd lot; therefore,
9603-104 street

avenue number lot number street number

X⁴ is 95 avenue, 102 street,
3rd lot; therefore,
9503-102 street

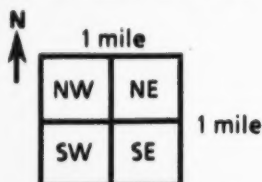
avenue number lot number street number

4. Enlarge and transfer a section of a city map to an overhead projector transparency. Ask students to pinpoint on the screen the exact location of various addresses. (See *Living in North America*, pp. 124-127.)

5. a. Obtain a map of a local or neighbouring city or town for each student or pair of students and/or refer to *Living in North America*, pp. 124-125. Ask them to write on a separate piece of paper the outside boundaries (street and avenues) of :
 - main residential areas
 - industrial areas
 - downtown or inner core area.
 (see *Program of Studies/ Curriculum Guide*, pp. 56-59).
 - Ask students to list the types of services found in each area.
- b. Have students locate the major transportation routes on their maps. Discuss the transportation routes in relation to services using the following questions as guidelines:

Does our city/town have one or several truck routes and/or ring roads?
 How close are residential areas to industrial areas?
 Does our city or town have smaller sub-core areas (e.g., in Edmonton - 118 Avenue or Whyte Avenue)?
 Where are shopping centres located?
 Where are schools, universities, colleges located?
 If an individual lived (give an address), where is the closest shopping centre? school? hospital?
6. a. Provide opportunities for students to compare the community in which they live with one or more neighbouring communities. (See *Across Canada, Resources and Regions*, pp. 113-142.) i.e., Students may investigate Edmonton, Calgary, Red Deer, Fort McMurray, Lethbridge, Athabasca, Peace River, Medicine Hat, Jasper and/or Fort MacLeod.
 Distribute city, municipal district or provincial maps and an atlas to compare:
 - population distribution/density
 - major roadways
 - natural resources and industries
 - topography
 - waterways
 - distances between areas
 - tourism/recreational facilities.
- b. Compare the organization of urban centres such as Edmonton and Calgary. Edmonton is often called a "ring city" and follows a circular pattern; whereas Calgary is organized in "quadrants".
 - Examine other urban centres and determine organizational patterns.
 - View films/videotapes to compare and/or to initiate discussions about rural/urban areas (e.g., *The Calgary Story*, *Edmonton: City at the Centre*, *Mission to Earth -3- Urban Geography*).
7. Refer to *Living in North America*, pp. 334-335, 94-127 and discuss/debate the following issues:
 - Edmonton city is built on some of Alberta's prime farm land. Question: Should Edmonton be allowed to expand beyond its present boundaries? (This can also be asked of Calgary, Red Deer, etc. Substitute if appropriate.)
 - The expansion of cities and towns may decrease parkland and increase tourism. Question: Should Banff (Jasper, or other) be allowed to expand beyond its present boundaries?
 - Parks within a city or town are appreciated by some residents. Some people, however, believe that highrises and shopping centres should replace the parks because of the associated revenue. Question: Should city/town/municipal district park areas be replaced by housing projects, shopping centres and other facilities?

8. a. Obtain a section map of a rural area. Inform students of the relationship between longitude and latitude and the range system. (See *Program of Studies/Curriculum Guide*, pp. 58-59.)
 - A section of land is one square mile or a 640 acre area divided into quarters.



- A township of land is 36 sections, or 6 miles square. Township lines run east and west and are 6 sections, or 6 miles apart.
 - Range lines run north and south and are 6 sections, or 6 miles apart.
 - Meridian lines run north and south (longitudes).
- b. Describe the range system, using an overhead grid. Have students complete several exercises to identify the terms "section", "township", "range" and "meridian".
 - c. Have students select a township of land. Provide opportunities for students to locate and place on maps identification numbers, railways, lakes, highways and significant buildings such as schools, churches, etc.
 - d. Provide opportunities for students to understand a legal land description.
 e.g., NW12-57-26-4
 4 is west of the 4th meridian
 26 is range 26
 57 is township 57
 NW12 is northwest quarter of section 12.
 (Note: Legal land descriptions are read right to left to identify specific locations.)
 - e. Give pairs of students examples of legal land descriptions to locate on a map. Each pair of students could have a map, or a single map could be placed on the bulletin board for all to use as a reference for this activity.
 - f. Provide students with pairs of legal land descriptions and have them identify the shortest route from one to the other by automobile.
9. View a film about Alberta, Canada and/or North America to provide geographical overviews (e.g., Alberta Sunshine, Canada Today, Alberta Bound).
 10. a. Distribute maps of Alberta to small groups of students and have students locate cities, towns, villages, hamlets, rivers, lakes, municipal districts, mountain ranges, recreational areas, etc. using longitudes and latitudes. (See *Program of Studies/Curriculum Guide*, pp. 52-53, Resource 1: Map of Alberta and Across Canada, Resources and Regions, pp. 119-142.)
 b. Have students complete individual maps of Alberta using an atlas and/or provincial map.
 11. Have students identify and place provincial locations currently in the news on a large classroom map. Provide opportunities for students to write brief news summaries on index cards, attach the cards to the bulletin board and run a string from the cards to the location of the news items. (See Participation, "Current Affairs" and Communication, "Writing Process" and "Organizing Data".)

12. Provide opportunities for students to obtain tourism information (see Integration Across the Curriculum, Language Arts, p. 27). Have students investigate and compare the tourist zones throughout Alberta in relation to national/provincial parks, camping facilities, tourist attractions, summer festivals, wildlife, etc.
13. a. Have students use atlases to identify the regions of Canada on a map and recognize the reasons for these regions such as political, geographical, industrial, climatic, etc. (See *Living in North America*, pp. 13-23, *Program of Studies/Curriculum Guide*, pp. 52-53, Resource 2: Map of Canada and *Across Canada, Resources and Regions*, pp. 2-3, 49-52, 86-87.)
- b. Refer to *Living in North America*, pp. 80-81, and provide opportunities for students to compare the climatic data of various cities in Canada.
- c. Assign small groups of students a region of Canada to research and report. Reporting could be through oral presentations with maps, graphs, charts, films, videos, media kits, etc. (See Communication, "Writing Process", "Organizing Data", "I-Search Report" and Integration Across the Curriculum, Language Arts.)
14. a. Provide students with maps of Canada to identify the provinces, territories, major water bodies, capitals and other cities, etc. (See Resource 2: Map of Canada.)
- b. Place a map of Canada on the bulletin board and have students bring news articles to attach to the appropriate area. Provide opportunities for students to report, discuss and/or write summaries of national news events. (See Participation, "Current Affairs".)
15. Provide students with maps of the North American continent. Have them identify major countries, mountain ranges, water bodies, cities, etc. (See *Living in North America*, pp. 13-17 *Program of Studies/Curriculum Guide*, pp. 52-53 and Resource 3: Map of North America.)
- a. Initiate a discussion where students compare the geographical features of Canada with other North American countries:
e.g., U.S.A., Mexico, Guatemala, Nicaragua.
- b. Use this opportunity to review grid systems, longitudes and latitudes by having students locate various places on a map of North America.
- c. Have students compare climatic conditions from east to west and north to south. (See *Living in North America*, pp. 60-87 and *Across Canada, Resources and Region*, pp. 49-72.)
16. Have students develop an awareness of current affairs in North America by bringing to class news items pertaining to these regions. (See Participation, "Current Affairs".)
- E 17. a. Introduce/review time zones in Canada/North America. Emphasize time changes as one travels across Canada/North America. (See *Living in North America*, pp. 24-25, 30-57 *Program of Studies/ Curriculum Guide*, pp. 54-55 and *Across Canada, Resources and Regions*, pp. 20-21.)
- b. Distribute atlases/maps and have students identify world time zones and the international date line. (See Resource 4: Map of the World and Participation "Mapping Activities".)

E = Elective

18. a. Encourage students to bring clippings of international news articles to attach to a world map on the bulletin board.
- b. Provide opportunities for students to identify the continents and countries in the news. (See *Living in North America*, pp. 26-27 and *Across Canada, Resources and Regions*, pp. 26.)
- c. Have students locate and label the continents, major countries and water bodies on maps.
19. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student progress throughout this thematic unit using a variety of sources and methods.

B. YOU

LEARNING RESOURCES

- *Living in North America.*

Chapter 7, The Need to Belong

- *Program of Studies/Curriculum Guide: Personal/Interpersonal Development.*
- The Generic Skills, Participation section of this document.

ADDITIONAL SUPPORT MATERIALS

- *Creative Living*
- *Spirit Bay Series*

SUGGESTED ACTIVITIES

Note: Teachers are encouraged to confer with the Health and Personal Life Skills teacher in order to ensure the reinforcement, remediation and/or enrichment of knowledge, skills and attitudes relative to personal and interpersonal development.

1. Assist students to become familiar with classmates by completing the activity illustrated in Resource 5: Balderdash Bingo, or a similar "ice breaking" activity. (See Participation, "Interpersonal Development".)
2. a. Have students fold a piece of notebook paper lengthwise and place a positive/negative sign at the top of each column respectively. Ask students to list their perceived positive and negative qualities. Encourage students to list the same number in both columns. (Use Resource 6: About Me, and Resource 7: 4-Me, to enhance/extend/guide the activities relating to self-discovery.)
 - Provide opportunities for students to categorize their list according to feelings, behaviour, physical appearance, etc.
- b. Encourage students to share their list with their neighbours, the total class or with the teacher privately. (See "Safe Classroom Environment: Emotional/Physical" in the preamble to this document, pp. 7-8.)

- c. Have students select a characteristic they would like to and can change. Provide opportunities for students to identify a strategy to control or change the characteristic. (See Process/Inquiry, "A Problem-Solving/Decision-Making Framework for I.O.P." and "Critical/Creative Thinking Strategies".)
 - d. Encourage students to recall and share a recent positive experience by reporting to classmates verbally or in writing.
 - e. Have students list things they do that make them feel positive about themselves.
 - Encourage students to describe their positive feelings.
3. Have students identify a notebook section as their Social Studies Journal for entries throughout the year. (See Communication, "Journal Writing".)
 - As an initial journal entry, have students complete one of the following statements:
 "I like me because"
 "I am interesting because"
 "My friends/family/teachers/employers like me because"
 4. Provide opportunities for students to make a "This is Me" collage and post these on the bulletin boards around the classroom. Use Resource 8: Self-lines and Collages to enhance the activity.
 5. Write the name of each student in the classroom on three index cards. Distribute the cards so that each student receives three cards with the names of three different students. Ask students to write something complimentary on the card that pertains to the classmate named. The compliment will remain anonymous. Assist students by suggesting that the complimentary statement may be about physical appearance, behaviour, academic abilities, sports activities, hobbies, etc. Collect and distribute to the student named on the card. (Note: *Teachers may wish to peruse these prior to distribution.*)
 - Ask students to share their favourite compliment with classmates. Repeat this activity several times throughout the year to promote a positive atmosphere and appropriate behaviour when giving and receiving messages.
 6. Organize students into pairs to list positive attributes about each other.
 - Join pairs and/or exchange partners and continue the activity.
 - Have students discuss strategies to increase the number of attributes.
 7. Reinforce group discussion skills and enhance interpersonal skills (see Participation, "Cooperative Learning", "Instruction In and About Small Group Discussion" and "Non-Verbal Cues") by providing topics and opportunities for discussion in pairs and/or small groups.

Topics for discussion may include:

On weekends, I enjoy
 My favourite person is _____ because
 After school, I
 I like my best friend because
 I like me because
 Five years from now, I will
 I enjoy watching _____ on television because
 My favourite movie is _____ because
 When people are angry/pleased with me, I feel
 I get angry/happy when

- Have students evaluate personal performance after a discussion activity. (See Participation, "Self-Evaluation in Group Discussions".)
8.
 - a. Have students list past experiences that made them feel good about themselves, and beside each, use specific descriptive vocabulary to explain their related feelings:
e.g., satisfied, proud, enlightened, contented, excited, exhilarated, joyous, blissful.
 - To encourage students to think about feelings and relationships, ask them to discuss:
 - why they felt proud, enlightened, etc.
 - who/what was also involved (e.g., siblings, money).
 - b. Discuss the relationships among feeling good about oneself, self-concept and self-esteem. (See *Program of Studies/Curriculum Guide*, pp. 34-35.)
 - c. Discuss the influence of others on individual feelings of self-worth and self-esteem.
 - d. Use a critical/creative thinking strategy, such as a semantic web (see Process/Inquiry, "Critical/ Creative Thinking Strategies" and "Semantic Webs and Maps"), to examine strategies students may use to increase self-concept and self-esteem.
 9. Provide students with case studies to discuss. Have students develop strategies to increase self-concept and self-esteem in the case study characters and/or to develop problem-solving strategies. (See Participation, "Case Studies" and Process/Inquiry, "A Problem-Solving/Decision-Making Framework for I.O.P.".)
 10. Provide opportunities for students to:
 - identify and apply problem-solving/decision-making strategies
 - identify and apply the elements of a plan
 - identify internal and external influences on planning
 - recognize and categorize consequences of behaviour
 - realize that consequences may be controlled by personal behaviour.
 (See *Program of Studies/Curriculum Guide*, pp. 38-43, Participation "Case Studies", Process/Inquiry, "A Problem-Solving/Decision-Making Framework for I.O.P.", "de Bono's Tools for Teaching Thinking: CoRT", "Critical/Creative Thinking Strategies" and "Semantic Webs and Maps".)
 - a. Conduct a fluency activity (brainstorm) in which students would volunteer problems/issues for discussion (see *Program of Studies/Curriculum Guide*, pp. 44-45):
e.g., relationships with friends/parents/siblings/teachers
ability/inability to complete specific tasks
new to school or moving to another school
lack of sufficient money/clothes/recreation.
 - Have students select an issue/problem and develop a strategy to resolve the issue/problem.
 - Apply the strategy in a step-by-step manner assisting students to identify consequences of behaviour/decisions. Use de Bono's C and S strategy (see Process/Inquiry, "de Bono's Tools for Teaching Thinking: CoRT" and *Program of Studies/Curriculum Guide: Personal/ Interpersonal Development*) to encourage students to examine immediate, short-term and long-term consequences of behaviours and/or decisions.
 - Discuss with students consequences and punishment. (See Process/Inquiry, "Logical/ Natural Consequences Versus Punishment".)

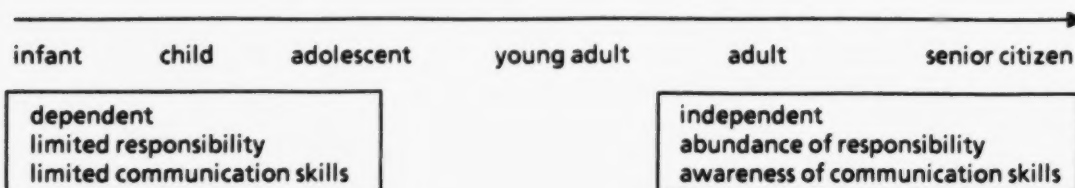
- b. Provide opportunities for students to list and discuss internal and external influences on behaviour and/or decisions. A chart such as the following may assist (see *Living in North America*, p. 146 and *Process/Inquiry*, "External vs Internal Locus of Control"):

Issue/Problem	Internal Influences	External Influences
Fighting with sibling	insecurity dislike of self/sibling desire for power	sibling parents societies definition of appropriate behaviour
Washing car	pride desire to be helpful	parents community members

- Administer the "Locus of Control Student Form" and discuss results. (See *Process/Inquiry*.)
 - Initiate a discussion of personal control of, and responsibility for, behaviour by having students list behaviours and/or decisions that are under their control and those that are under someone else's control. Have students discuss future changes in control.
11. Initiate a discussion in which students could recall and share information about various family structures (see *Living in North America*, pp. 204-222 and *Program of Studies/Curriculum Guide*, pp. 36-37 and 44-47):
- e.g., nuclear, single parent, extended.
- Encourage students to describe personal roles/duties within the family (see *Living in North America*, p. 215):
 - e.g., third child, first boy, expected to keep room clean, set the supper table, do homework, wash bedding and clothes.
 - Compare family structures and individual roles during the discussion. (Note: Some students may be reluctant to share information. Allow these students to listen rather than share.)
12. a. Provide opportunities for students to compare group interaction strategies used in the classroom and at home:
- e.g., listening, discussing, decision-making and problem-solving strategies.
- Emphasize that strategies may be applied successfully in a variety of situations. (See *Participation*, "Dealing with Anger", "Self-Evaluation in Group Discussions" and *Program of Studies/Curriculum Guide*, pp. 44-47.)
- b. Refer to *Communication*, "Listening Survey" and "Verbal Non-Listening". Provide opportunities for students to discuss current topics, practise listening skills and develop further awareness of personal listening skills.
- c. Enhance students' interpersonal development using *Participation*, "Dealing with Anger", "'I Feel' Statements", "Interpersonal Development" and *Program of Studies/Curriculum Guide*, pp. 44-45.
13. Discuss with students the influence of the family on developmental patterns. (See *Living in North America*, pp. 206-207.)

Note: Conferencing with the Health and Personal Life Skills teacher may determine students' understanding of developmental patterns.

The following continuum may assist students to understand developmental patterns:



- The family has a strong influence on the individual during early development. During adolescence, there is often a focus on peer relationships. However, adolescents remain relatively dependent on the family for basic needs and wants. Have students list needs and wants furnished by their families.
 e.g.,

<u>Needs</u>	<u>Wants</u>
Shelter	Allowance
Food	Television
Love	Clothing
- Provide opportunities for students to discuss whether their needs and wants have changed over time, whether their needs and wants will change in the future, who satisfies present needs and wants, etc.
- a. Initiate a discussion about different developmental patterns by having students compare siblings, cousins, peers, etc. Assist students to develop an understanding for and acceptance of people at different developmental levels. (See *Living in North America*, p. 146.)
 - View a film or videotape that focuses on developing maturity levels (e.g., *Peer Pressure: Learning to be Yourself*).
 - Provide opportunities for students to assess viewed material. (See Communication, "Viewing Response Sheet".)
- b. Have students develop strategies to assist siblings, peers, etc., to adjust, control and/or accept developmental patterns of selves and others.
- 14. Have students relate the physical community to personal development. Use the following to enhance discussion:
 - How does climate influence your recreational activities, vacations, clothing?
 - How does living close to a lake, the mountains, a river influence your weekend/vacation activities?
 - Explain how the location of your residence affects your school/after school activities.
- 15. Have students bring to class newspaper articles to examine, summarize and discuss. (See Participation, "Current Affairs".) Provide opportunities for students to relate the news items to personal development.
 e.g., Legislation in Canada designed to decrease the amount of hazardous gases from factories may:
 - i. decrease air pollution
 - ii. increase the purchase price of Canadian goods.
- 16. Refer to "Evaluation" in the preamble of this document, pp. 9-10, and assess student progress throughout this thematic unit using a variety of sources and methods.

C. CULTURAL COMMUNITY

LEARNING RESOURCES

- *Living in North America.*

Chapter 5, Ways of Behaving
Chapter 6, Cultural Borrowing
Chapter 7, The Need to Belong

- *Across Canada: Resources and Regions.*

Chapter 3, Our Human Heritage

- *Program of Studies/Curriculum Guide: The Physical and Cultural Community.*

ADDITIONAL SUPPORT MATERIALS

- *Spirit Bay Series*

SUGGESTED ACTIVITIES

- a. Refer to *Living in North America*, pp. 147-169, to review and reinforce the meaning of culture.
 - b. Use *Living in North America*, p. 152 to initiate activities involving past and current fads in our culture. Have students ask parents about past fads:
e.g., hula hoops, yoyos, miniskirts.
2. Have students share information about their cultural background and develop personal history collages. (See Resource 8: Self-Lines and Collages, *Living in North America*, pp. 189, 207, and *Across Canada, Resources and Regions*, p. 102).
- a. Refer to *Living in North America*, pp. 193 and 195, and conduct a school and/or community survey based on cultural heritage.
 - b. Have students graph or chart the information. Post the results in the school newspaper.
- a. Provide opportunities for students to examine the cultural community and the contributions made by cultural groups (see *Living in North America*, pp. 136-200, and *Program of Studies/Curriculum Guide*, pp. 58-59):
e.g., food, clothing, businesses, architecture, theatre, music.
 - b. Refer to *Across Canada, Resources and Regions*, p. 105. Distribute appropriate resources and have students identify and place on a map of Alberta the distribution of major cultural groups of Alberta:
e.g., many French speaking Canadians settled in Morinville and St. Paul.

5. Refer to *Living in North America*, p. 199, and read "What is a North American?" with/to students. Use the adjacent set of questions to discuss the cultural background of a North American.
6. Provide opportunities for students to brainstorm words that have not changed from their original cultural origins.
 - Students could be assigned sections of a dictionary to skim and/or scan vocabulary. (See *Living in North America*, p. 165.)

e.g., bouquet	borscht	sofa
corsage	decanter	orchestra
couch	chesterfield	bungalow
 - Have students identify the origins of the vocabulary.
7. a. Provide opportunities for students to recall a time when they felt that they were not accepted by others. (See "Safe Classroom Environments: Emotional/Physical", in the preamble to this document, pp. 7, 8.) Encourage students to share their experiences with classmates.
- b. Remind students that everybody experiences similar situations and provide opportunities for students to determine strategies to make people feel more welcome and accepted. (See *Process/Inquiry*, "Critical/Creative Thinking Skills".)
 - Brainstorm with students appropriate ways to meet and introduce people. Have students practise introducing each other in role-playing situations.
8. View a video or film displaying multiculturalism in Alberta/Canada (e.g., *Tale of Two Mosques*, *Magic Lantern Series*) to initiate discussion and activities relating to cultural awareness, tolerance, acceptance and understanding.
9. a. Refer to *Living in North America*, p. 200, and use this to initiate discussion about tolerant, intolerant and accepting behaviour. Use student experiences, literature, news items, television programs and/or movies to expand understanding of the concepts. (See *Living in North America*, p. 200, and *Program of Studies/Curriculum Guide: Personal/Interpersonal Development*.)
- b. Provide opportunities for students to examine strategies to increase understanding, tolerance and acceptance within their communities. (See *Inquiry/Process*, "Critical/Creative Thinking Strategies".)
- c. Examine recreational facilities and activities within the community and relate recreational activities to culture, cultural groups, etc.
10. Relate current news events to the cultural community. (See *Participation*, "Current Affairs".)
11. Encourage the students to become more culturally aware by attending local cultural events: e.g., Heritage Days.
12. Review with students the topics within this thematic unit by discussing the affects of the community on individual development. Have students identify:
 - individual needs and wants provided by the community
 - institutions within the community that affect individual growth
 - cultural groups and their influence on members of the community
 - physical features and natural resources of the community that may influence development.

13. Refer to "Evaluation" in the preamble of this document, pp. 9-10, and evaluate student progress throughout this thematic unit using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Conduct a thorough overview of the basic student resource using comprehension skills.
- Have students write a descriptive paragraph about the neighbourhood and select colourful adjectives that will provide a clear mental picture of the community.
- Have students write or telephone Alberta Tourism and/or the AMA to request travel/tourism information about/from the various zones throughout Alberta. Assign zones to class groups to conduct research and report findings to classmates. (See *Living in North America*, p. 242.)
- Relate personal/interpersonal development to characters in literature.
e.g., Examine the influence of family members, peers, neighbours, family structure and family location on the main character of story.
- Identify strategies used by characters in literature to solve problems, make decisions, communicate and/or express feelings.
- Confer with the language arts teacher to gain a further understanding of using semantic webs and maps, critical and creative thinking and de Bono's thinking tools to develop thinking skills related to social studies:
e.g., vocabulary development relating to describing feelings and people
organizing information for reporting, discussing, writing.
- Use current literature/stories to examine cultural diversity, tolerance and understanding.

PRACTICAL ARTS

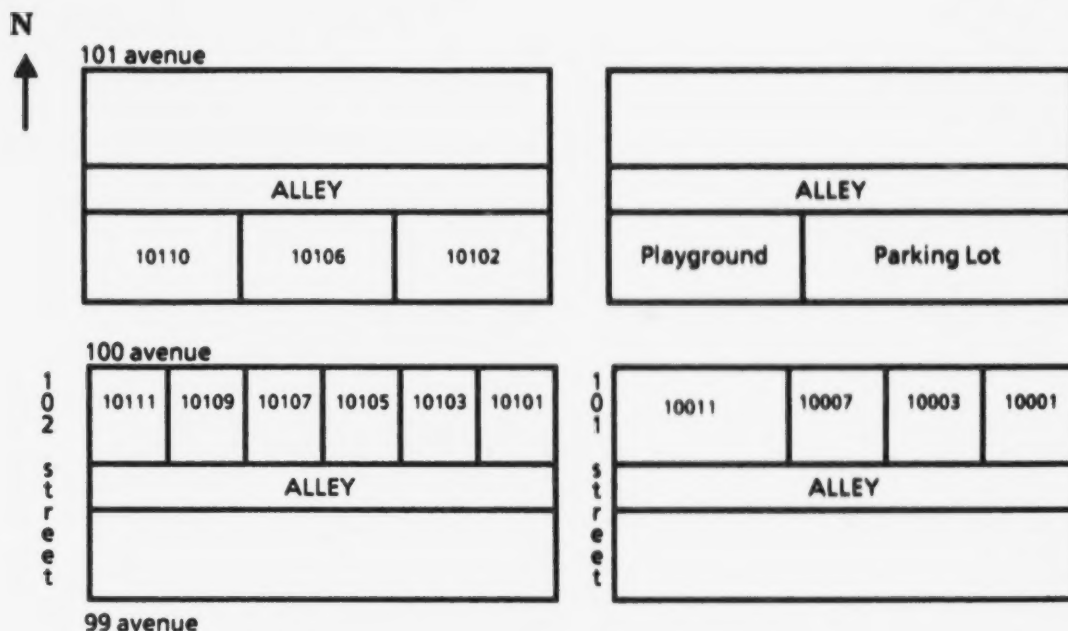
- Have students identify and locate businesses throughout the community related to employment/volunteer opportunities and personal interest.
- Relate personal/interpersonal development and skills to success in the workplace.
- View films that portray successful/unsuccessful interpersonal behaviours and discuss maturity levels of characters and strategies used to communicate, solve problems, make decisions, etc. (e.g., *Bread and Butterflies: Decisions, Decisions*).
- Develop and discuss alternative strategies for solving problems and making decisions.
- Encourage students to recognize and list the influence of cultural diversity on business and industry in the community, province and country:
e.g., hair care products – French culture
food industry – Chinese, South East-Asian and American cultures
automobile manufacturing – Japanese, German cultures.

MATHEMATICS

- Provide opportunities for students to review calculations involving scale drawings.
- Provide students with provincial and/or municipal district maps. Have students use appropriate calculations to determine distances between various urban/rural centres, recreational areas, etc.
- Have students draw a map to scale of a four block (1 block = 4 to 6 cm) area of their city or town and:
 - place addresses on the map in the exact locations
 - use a legend to identify business names.

(See *Living in North America*, pp. 124-127.)

e.g.,



Legend

- 10101 - 100 avenue: Photo store
- 10102 - 100 avenue: Department store
- 10103 - 100 avenue: Flower shop
- 10105 - 100 avenue: Jewellery store

SCIENCE

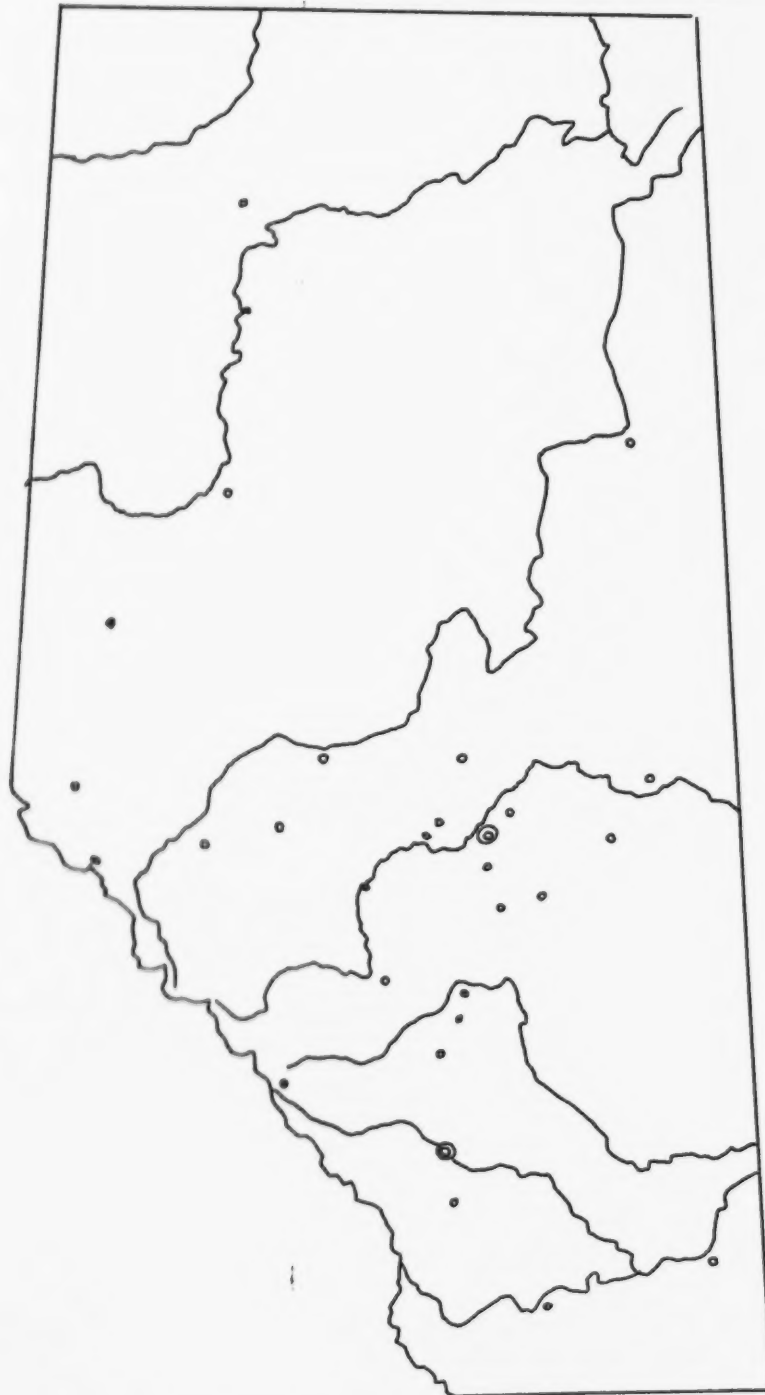
- Review climate and time zones as a result of earth's tilt and rotation around the sun. (See *Living in North America*, pp. 63-93, and *Across Canada*, pp. 49-63.)
- Examine bird/mammal/fish migration patterns from Canada to other countries. (See *Across Canada, Resources and Regions*, pp. 73-78.)
- Initiate a discussion about the tourism industry and conservation of wildlife in Alberta. Have students bring to class news items about environmental issues.
- Identify land use within township sights.
- Have students identify cultural influences on scientific innovations:
 - e.g., stereo systems, computer technology – Japanese
 - space arm – Canadian.

COMMUNITY PARTNERSHIPS

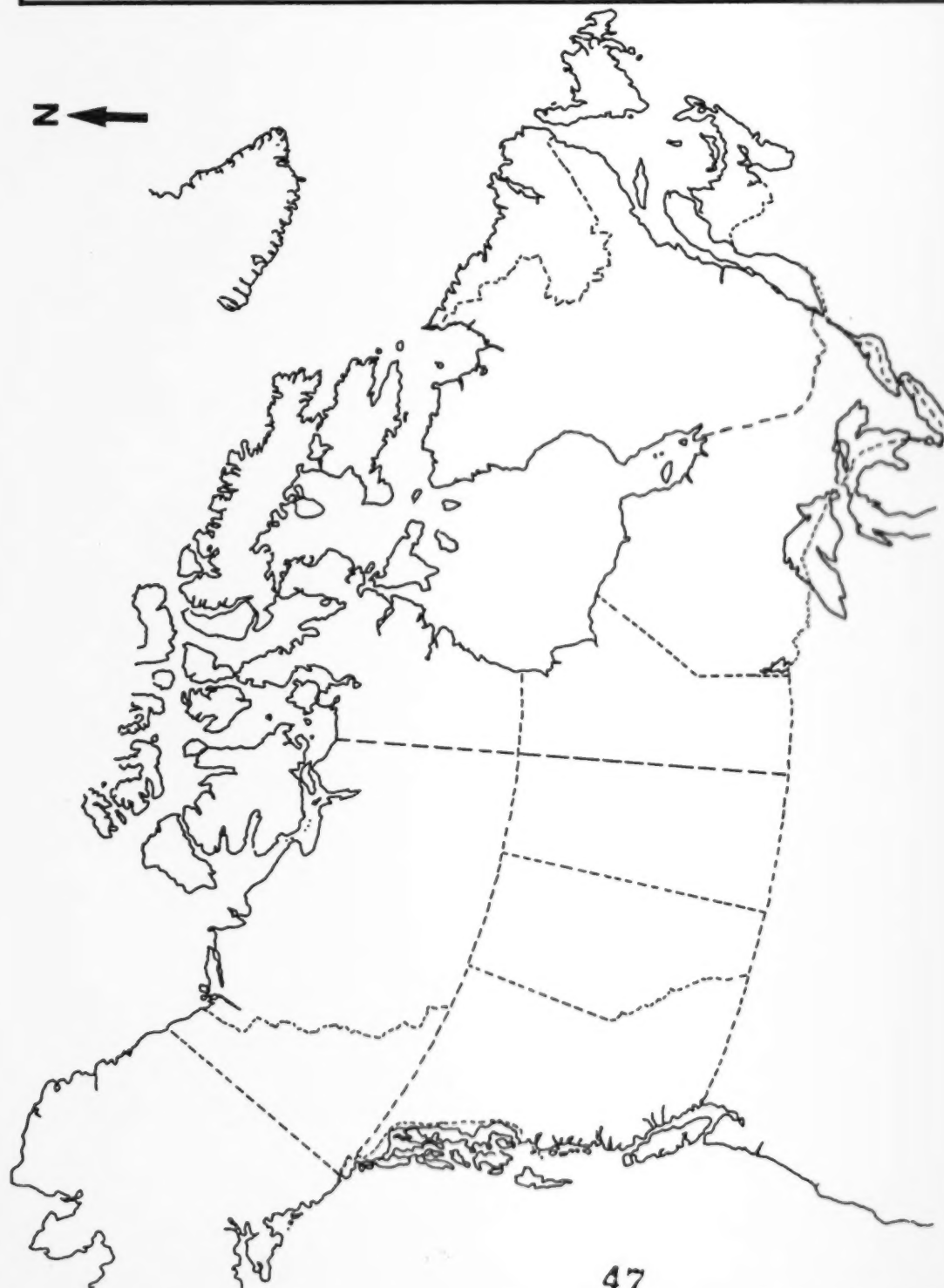
- Provide students with a scale map of a three block area around the school. Systematically walk this area having students add street, avenue and building numbers. To assess student understanding of the material, have students complete a short location exercise upon returning to the classroom.
e.g., Ask students to
 - Place an X on 10230 - 103 street.
 - Shade the area of 10314 - 102 avenue.
 - Circle 10120 - 105 street.
- Visit the graphic arts and drafting classrooms to view student products and equipment related to grid systems.
- Invite a highway construction worker to the classroom to discuss the job, specific duties, location of employment, the hiring procedure and other related issues.
- Invite a city, town or municipal/district planner to discuss the importance of planning wisely and the laws that govern planning (e.g., noise by-laws, truck routes, dangerous goods routes).
- Have students interview a long-term resident to discuss changes in the rural/urban area since his or her arrival.
- Organize a field trip to locate new development in your rural/urban area. Determine whether these new areas are service, residential or industrial.
- Visit a nearby city or municipal district to determine whether students can find specific locations in an unfamiliar setting. Adequate time is needed to prepare for this activity, as identifying areas and locating these accurately is time consuming. Combine this trip with a visit to city hall/municipal district offices and town planners to learn more about present and future projects.
- Have students organize a visit to a neighbouring urban or rural community to compare with your community. During the trip, arrange to visit the city or town hall, talk to the mayor/reeve or a representative, locate residential, retail, recreational, and industrial areas, etc.
- Locate business/industrial areas on a map of a city or town and ask questions relating to accommodation, transportation and workplace.
e.g., If you lived at 10420 - 96 street, and worked at International Pipeline on 66 street, Blackfoot Trail, what routes might you take to drive to work? Introduce the fact that the back of a telephone directory usually contains streets that are named and their numerical addresses.
- Invite a surveyor or town planner to discuss the purpose of a legal land description, a correction line and laws relating to township/range land use.
- Have students survey their neighbourhood to determine:
 - recent changes in their community
 - the length of time residents have lived in that area
 - general feelings on services, recreational facilities, etc.
- Provide opportunities for students to compare tourist attractions and/or facilities of the Alberta tourist zones. Discuss employment and volunteerism opportunities in the tourism industry.
- Have students brainstorm strategies to increase tourism in Alberta/Canada.
- Provide opportunities for students to identify and locate recreational facilities in the community, province and country.
- Visit a kindergarten and/or day-care centre to observe the personal/interpersonal behaviour of young children. Schedule the visit to include a variety of activities such as playtime, snacktime, storytime, etc. (Note: Have students select and observe one child. Class data can be discussed/tabulated to result in a behaviour profile.) Develop a survey sheet and/or checklist prior to the initial visit.
- Arrange similar visits to a variety of classrooms and compare student behaviour relative to communicating, sharing, playing, listening, etc.
e.g., Compare the behaviour of children in a day-care, to children in Grades 1, 3 and 5.

- Have students interview parents, etc., about strategies used to deal with conflict situations at home, workplace.
- Have students develop a set of questions about culture to be used in an interview or survey situation. Have students interview or distribute their survey to neighbours, students of other classes, parents, etc.
- Invite members of cultural groups to discuss contributions made to Canada; their perceptions of multiculturalism in Canada, etc.

RESOURCE 1: MAP OF ALBERTA



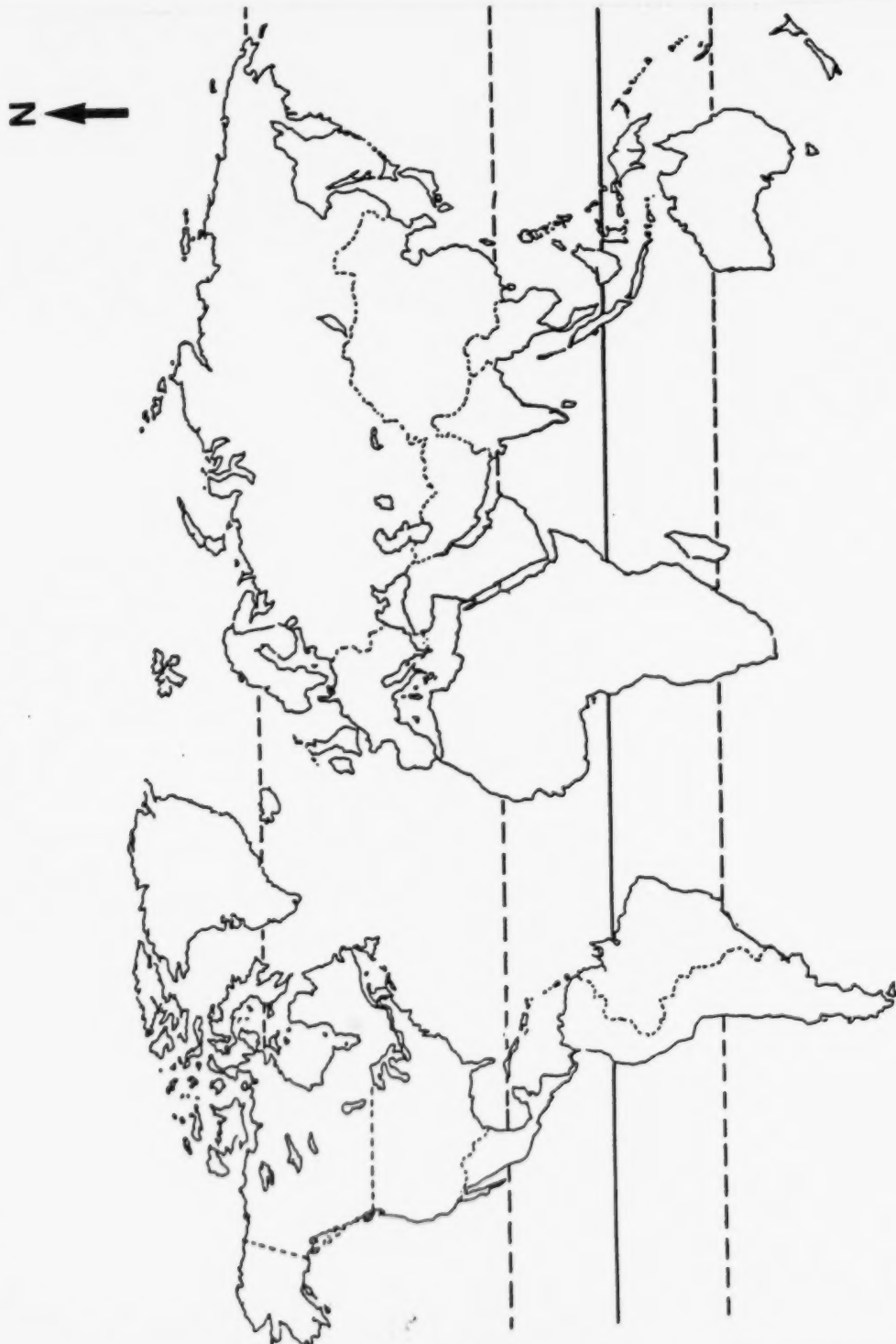
RESOURCE 2: MAP OF CANADA



RESOURCE 3: MAP OF NORTH AMERICA



RESOURCE 4: MAP OF THE WORLD



RESOURCE 5: BALDERDASH BINGO

Name: _____

Date: _____

Find individuals in the classroom who relate to each of the statements below and write their names on the lines. You can only use a person one time.

Enjoys watching television. _____	Plays a sport. _____	Comes from another town, province or country. _____
Likes cats. _____	Collects something. _____	Was born here. _____
Speaks another language. _____	About me: _____	Does not know me. _____
Enjoys camping. _____	Plays a musical instrument. _____	Cooks supper. _____
Washes dishes. _____	Eats hamburgers. _____	Keeps fit. _____

RESOURCE 6: ABOUT ME

Name: _____

Date: _____

Instructions: Complete the following statements about yourself and be prepared to discuss these with classmates.

1. My three favourite foods are _____
2. My favourite colour is _____
3. My favourite pastime is _____
4. My favourite possession is _____
5. Sometimes I wish I had _____
6. I find it easy to _____
7. I find it difficult to _____
8. Two good things about school are _____
9. I am happy when _____
10. A subject I need help in is _____
11. My best subject is _____
12. With my friends, I _____
13. I get angry when _____
14. Something I do well is _____
15. Something that worries me is _____
16. Something I'd like to learn to do is _____
17. My favourite holiday is _____ because _____
18. The music I like most is _____
19. I felt sad when _____
20. When I think about the future, I _____
21. If I had a free day, I would _____

RESOURCE 7: 4-ME

Name: _____

Date: _____

Instructions: Answer the following questions about yourself:

4 things I do well are:	I know I do them well because:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

4 things other people appreciate about me are:	I know this because:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

4 things I am responsible for are:	I live up to my responsibilities by:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

4 things I like about myself are:	I like these things about myself because:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

RESOURCE 8: SELF-LINES AND COLLAGES

A self-line is a timeline of individual past experiences and a collage is collection of pictures focussing on a topic. Provide opportunities for students to make self-lines and collages that focus on specific aspects of their lives.

Magazines, scissors, glue, construction paper and felt pens will be useful.

Suggestions for self-lines and/or collages:

- My past experiences
- My past success
- My family history
- My cultural background
- My household tasks
- How I help in the neighbourhood
- My favourite things
- What I like about me
- My friends
- Where I live/have lived
- My years at school
- Important events
- My interests/hobbies
- My future.

COMPARATIVE STUDY: CANADA AND BRAZIL

OVERVIEW

This comparative study is designed to extend students' understanding about geography and culture in another country and will enable students to recognize the interdependency of countries. Students will investigate Brazil and compare the Brazilian with the Canadian physical and cultural community.

Teachers are encouraged to reference the theme "You and Your Physical/Cultural Community" and the "Generic Skills" section of this document, as well as "Personal/Interpersonal Development" and "The Physical and Cultural Community" sections in the *Program of Studies/Curriculum Guide*. Resources specific to this thematic unit follow the suggested activities and are designed to enhance student learning. The abilities, needs and interests of students are to be considered when planning for instruction.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this theme will enhance student ability to:

- identify and compare physical features that influence natural resources and human population
- identify and compare the influences of various cultural groups
- examine and compare human interaction relative to the physical/cultural community
- recognize and compare the influence of individuals on community development and the community on individual development
- identify and locate on maps countries and continents in the news.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this theme are outlined below.

KNOWLEDGE

- Many factors contribute to the physical and cultural community, and understanding these factors will enable the individual to adapt to change within communities.
- The physical and cultural communities are interdependent.
- Applying process skills and inquiry strategies will expand personal knowledge of the physical and cultural community.
- The physical and cultural community may be influenced by current affairs.
- Relating Canadian and Brazilian physical and cultural communities will assist individuals to understand and accept the development in other countries.

SKILLS

- Locates sources of information.
- Compares Canadian with Brazilian communities.

- Identifies the physical community.
- Reviews the urban and rural grid systems.
- Recognizes the major areas of urban/rural centres.
- Identifies the cultural community.
- Identifies communication systems within the community.
- Relates current affairs to the study of the physical and cultural community.

ATTITUDES

- Appreciates the need to understand the physical and cultural community for a better understanding of self, family and others.
- Appreciates the importance of developing process skills and communication and participation strategies for lifelong learning in a changing society.
- Appreciates and accepts the cultural background of community members and people living in other countries.
- Recognizes the importance of understanding current world issues as they relate to the physical and cultural community.

LEARNING RESOURCES

TEACHER RESOURCES

- Morrison, Marion. *People and Places: Brazil*. Silver Burdett Press, Englewood Cliffs, New Jersey, 1988.
- Time-Life Books. *Library of Nations: Brazil*. Time-Life Books, Inc. Silver Burdett Company, U.S.A. and Canada, 1986.
- Perry, Ritchie. *Brazil the Land and Its People*. Silver Burdett Company, Morristown, N.J., 1981.
- *Program of Studies/Curriculum Guide: The Physical and Cultural Community*.

STUDENT RESOURCES

- BonBernard, Trudie. *Brazil*. (Pending approval.)
- Dawood, Ishie. *Brazil: Land of Contrasts*. (Pending approval.)
- Pamphlets, brochures, pictures, etc., from the Brazilian Embassy, travel agencies and government sources.
- Various materials from school/community libraries and provincial media services.

SUGGESTED ACTIVITIES

1. a. Refer to Participation, "Mapping Activities" and have students use a world map in an atlas (longitudes and latitudes) to identify and locate:
 - the four hemispheres
 - the western hemisphere
 - the oceans
 - the prime meridian, tropics, equator and poles
 - the North/South American continents
 - Brazil, Canada, U.S.A., Mexico.(See theme "You and Your Physical/Cultural Community, Resource 1: World Map, Resource 1: Map of Western Hemisphere, Resource 2: Map of South America.)
- b. Provide opportunities for students to compare Brazil with Canada relative to longitude, latitude, size, physical features, water bodies, distance to other countries, proximity to the equator, tropics and poles, etc.
- c. Calculate approximate/real distances between Brazil and various cities in Alberta and Canada.
- d. Identify and label the countries surrounding Brazil and Canada.
2. Inform students that they will be studying Brazil and comparing information with knowledge about Canada. Refer to the charts and graphs about Canada that were posted on the bulletin boards.
 - a. Have students recall and/or predict information about Brazil, such as:
 - climate
 - historical background and cultural composition
 - physical features such as mountain ranges, rain forests, deserts
 - government
 - natural resources and industries
 - recreational facilities
 - employment opportunities.
 - Make a chart of this information to be referenced at a later date.
 - Students will add/delete/alter information throughout this unit.
 - b. Have students make a list of questions about Brazil. Post these and refer to them throughout the theme.
3. Arrange a visit to the library to locate materials relative to the study of Brazil. (Organize the visit with the librarian in order to provide maximum assistance to students.)
 - Have students organize a "Brazil resource centre" in the classroom and contribute books, magazines, artifacts, pictures, etc., throughout this unit.
4. Have students bring to class news items and pictures for discussion relating to Brazil. Post these on the bulletin board beside a map of Brazil. Have students run a string from the news item and pictures to the appropriate area on the map.
5. Provide opportunities for students to locate various geographical features on a map of Brazil, (see Resource 3: Map of Brazil) such as:
 - the capital and other main cities
 - main waterways, oceans
 - forest/mountain regions
 - equator and tropics.

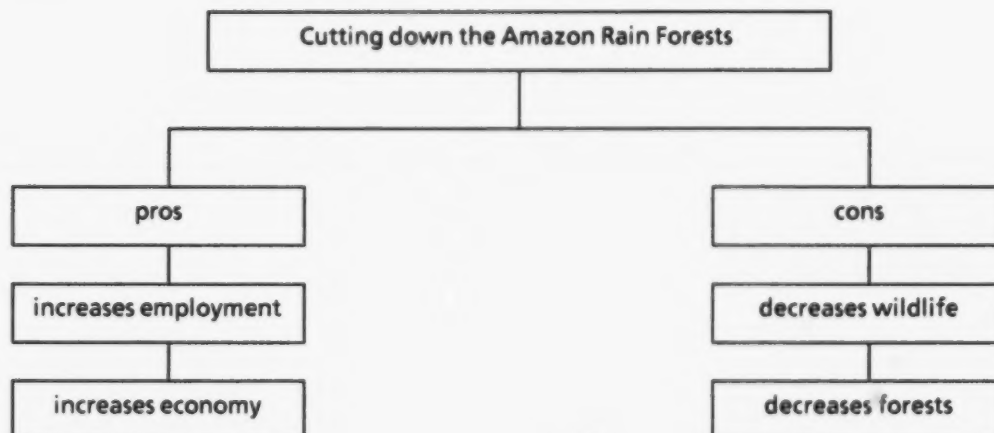
6. a. Refer to Resource 6: Brazilia, and have students compare Brazilia to a major city in Alberta. Use the following to assist:
- transportation routes/systems
 - residential, retail, industrial areas
 - waterways
 - educational/health facilities
 - communication system
 - cultural influences
 - employment opportunities
 - age and future planning
 - climate
 - location within the country.
- (See *Program of Studies/Curriculum Guide, The Physical and Cultural Community.*)
- b. Organize students into pairs to select, investigate and compare an area of Alberta or Canada with an area of Brazil and to report findings to classmates. Topics for reporting may include comparing large urban or rural areas, forest or mountain regions, main rivers, northern regions, western regions, etc.
- c. Use the RAFTS techniques (see Communication, "RAFTS") and have students report information about Brazil.
e.g.,

<u>Role</u>	<u>Audience</u>	<u>Format</u>	<u>Topic</u>	<u>Strong verb</u>
As a tourist	to your family	telephone conversation	three things about Brazil	that you love
As the Amazon River	to the environment minister	poem or song	wildlife living along the shore	beautiful

7. a. Organize students into groups and give each group a map of Brazil. Assign each group a particular aspect of the country to research and mark in their maps (e.g., population, natural resources, industry, minerals, agricultural products).
- b. Give each group the same assignment except use Canada as the focus. Have each group then compare/contrast their particular topic in both countries.
i.e., Group A – population
Group B – political divisions
Group C – physical (average rainfall, temperature, etc.)
Group D – natural resource.
- c. Transfer the data to graphs and compare.
8. a. Distribute Resource 3: Map of Brazil with the division lines drawn, and have students mark the five main regions of Brazil:
i.e., Northeast Brazil Central west Brazil
Amazon Basin Southern Brazil
Central Brazil
- b. Organize students into five groups and have them select a region to research and report on (see Communication, Writing). Provide sufficient materials and time for students to complete the activity. Focus on three or four main areas, such as:
- | | |
|-----------------------|---------------------------------|
| physical features | population distribution |
| climate | cultural groups and way of life |
| resources, industries | |

- Alternatively, complete the study of the five areas as an entire class.
 - Provide students with a set of guiding questions to assist researching and reporting.
- c. Have students present the information to classmates who will take notes. (See Communication, "Listening Response Sheet", "Speech Evaluation Guide" and "Organizing Data".)
 - Presentations could include charts, graphs, pictures, cartoons, advertisements, pamphlets, etc.
 - d. Summarize and review the information and have students compare the information with Canada. Use the charts/graphs developed and posted on the bulletin board during the previous thematic unit.
 - Have students make comparable charts/graphs of the information about the five regions of Brazil.
9. Have the students determine the five major industries in Brazil and relate these to their natural resources. (See Resource 8: Brazil Today.)
 - Compare with Canada.
 10. Lead a discussion on the different climates of Brazil.
 - Compare with Canadian climates.
 11. Have students compare the regions of Canada with the regions of Brazil. Relate this information to population distribution, natural resources, climate, physical features, employment and industry.
 12. Review time zones and identify the time zones of Brazil.
 13. View a film/videotape about Brazil (e.g., Geography of South America: Brazil (Rev.)). Use this opportunity to increase, debate or modify the information on the chart made at the beginning of this unit.
 14. a. Provide opportunities for students to investigate the cultural background of Brazil and/or the native peoples. (See Resource 4: Brazilian Culture and Resource 5: Rural Brazil.)
 - c. Discuss how the many cultures have influenced Brazil and have students make a generalization about the influence of cultural background on the present. (See Process/Inquiry, "Generalizations in Social Studies".)
 15. a. Review Canada's cultural heritage and population distributions from the previous theme.
 - b. View a film/videotape about Brazilian culture (e.g., Amazon Family) and have students list cultural groups, country of origin, cultural contributions, culture group distributions, etc. Compare these findings with Canada/Alberta. (See Resource 4: Brazilian Culture, Resource 5: Rural Brazil and Resource 7: History of Brazil.)
 - c. Refer to charts/graphs developed in the previous theme. Organize students into small groups to research, compare and report one element of Brazilian and Canadian culture (see Communication, Writing):
e.g., food, clothing, language, religion, education, transportation, architecture.

- d. Organize students into small groups to research, compare and report one cultural group in Brazil with a group in Canada/Alberta (see Communication, Writing):
e.g., native/aboriginal groups, European groups.
16. Provide opportunities for students to investigate the contributions made by various cultural groups.
- Have students compare Canada's multicultural mosaic with Brazil's philosophy of cultural groups, assimilation, etc.
17. Have students investigate Canada/Brazil relations relative to trade and aid.
e.g., Examine Canada's imports from Brazil and Brazil's imports from Canada.
18. Provide opportunities for students to role play native Brazilians living in the rain forests. Have students respond to the following:
- What is happening to your culture and/or lifestyle as you become increasingly in contact with outsiders?
 - What role does technology have in the changes that are taking place?
 - Do you view these changes as positive or negative? Explain. (Refer to Process/Inquiry, "Semantic Webs and Maps", the Comparative and Contrastive Map.)
19. Provide opportunities for students to examine issues related to the physical/cultural community of Brazil. Use a variety of sources for issues including previously studied material, newspaper/magazine articles, newscasts on television and radio, etc. (See *Living in North America*, pp. 334-335, 200; Process/Inquiry, "A Problem-Solving/Decision-Making Framework for I.O.P.", "de Bono's Tools for Teaching Thinking".) Issues could include:
- How do physical features/natural resources/climate influence population distribution in Brazil?
 - Is industry affected by natural resources?
 - Are cultural groups accepted as part of Brazilian society?
 - What are the consequences of overusing natural resources?
 - How are cities in Brazil similar/different from cities in Alberta/Canada?
 - How has Brazilian culture changed? Are these changes positive or negative?
20. a. Provide opportunities for students to examine the positive and negative aspects of cutting down the Amazon Rain Forests. Use one of the de Bono's tools and/or a semantic web strategy. (See Process/Inquiry.)
e.g.,



- b. Provide opportunities for students to identify organizations and individuals who are concerned about environmental causes. Have students research, summarize and report findings to the class.

e.g., Sting – The Rainforest Foundation

MuchMusic and CTV – "Our Common Future", a television program to increase awareness about pollution and the global village.

Environment Canada

David Suzuki – CBC 740 Radio Program, "A Matter of Survival".

Bruce Cockburn – "If a Tree Falls in the Forest, Does Anybody Hear?" (song)

21. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student progress throughout this thematic unit, using a variety of sources and methods. (See Process/Inquiry, "SCORER: Test-Taking Strategies".)

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Identify pen pals from Brazil for individual or pairs of students. Encourage students to write regularly and exchange information, photographs, postcards, posters, etc.
- Review library skills with students to facilitate research success.
- Have students write letters to the Brazilian government or the Brazilian Embassy requesting information on Brazil, such as natural resources, tourism, education, industries, wildlife, recreation, etc.
- Provide opportunities for students to write the Brazilian government requesting information about preserving the tropical rain forests.

PRACTICAL ARTS

- Investigate industries and employment opportunities/trends in Brazil, and the training involved.
- Compare wages and working conditions in Canada and Brazil.
- Investigate and compare the technological advances related to the workplace in Canada and Brazil.

SCIENCE

- Investigate the influence on the global village of destroying forest regions. (See Participation, "Current Affairs".)

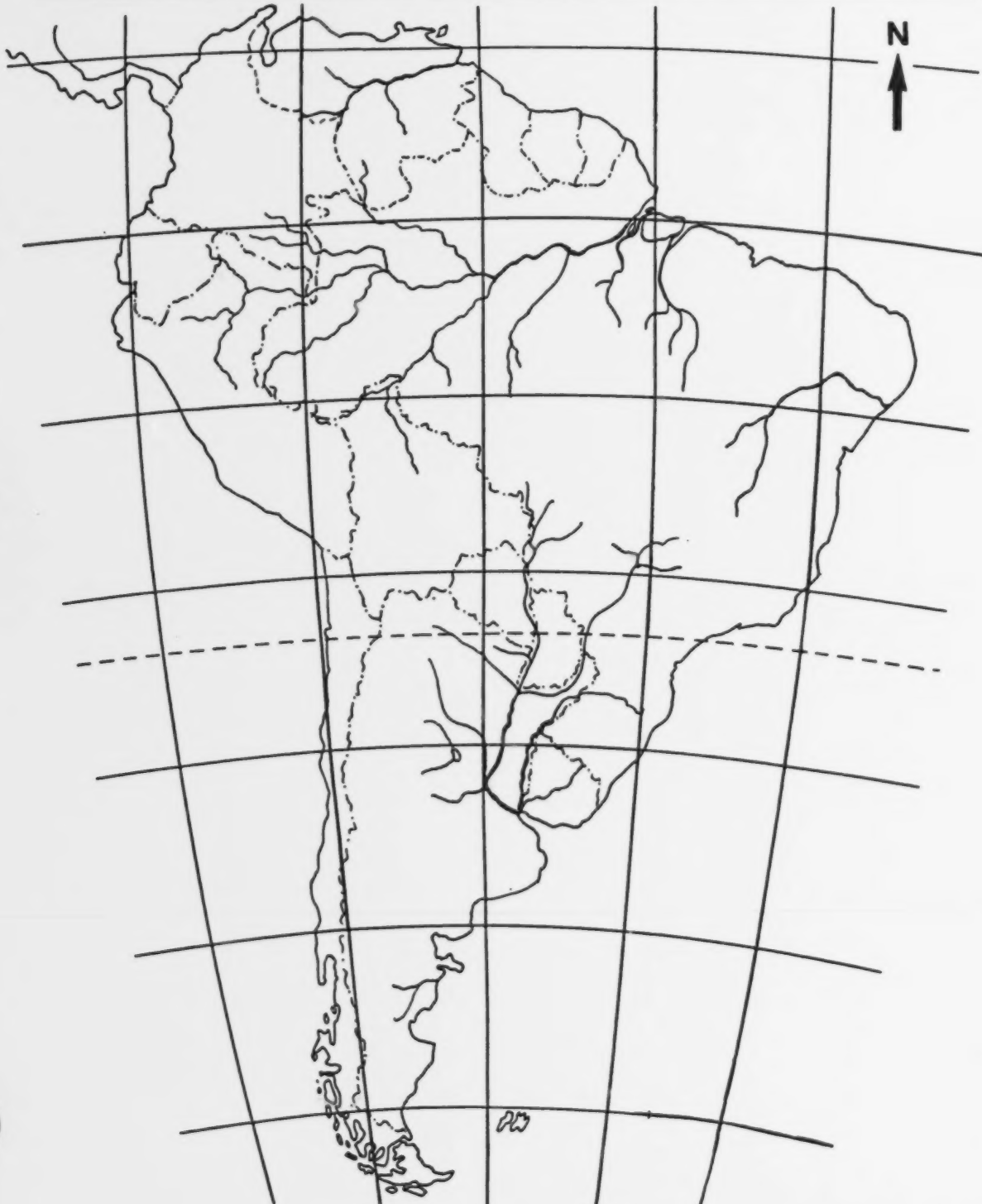
COMMUNITY PARTNERSHIPS

- Visit a travel agency to gather information about South America and Brazil.
- Identify a recent Brazilian immigrant to Canada and invite this individual to the class to share experiences.
- Contact religious leaders to identify missionaries who have recently returned from Brazil. Invite these individuals to share their experiences.

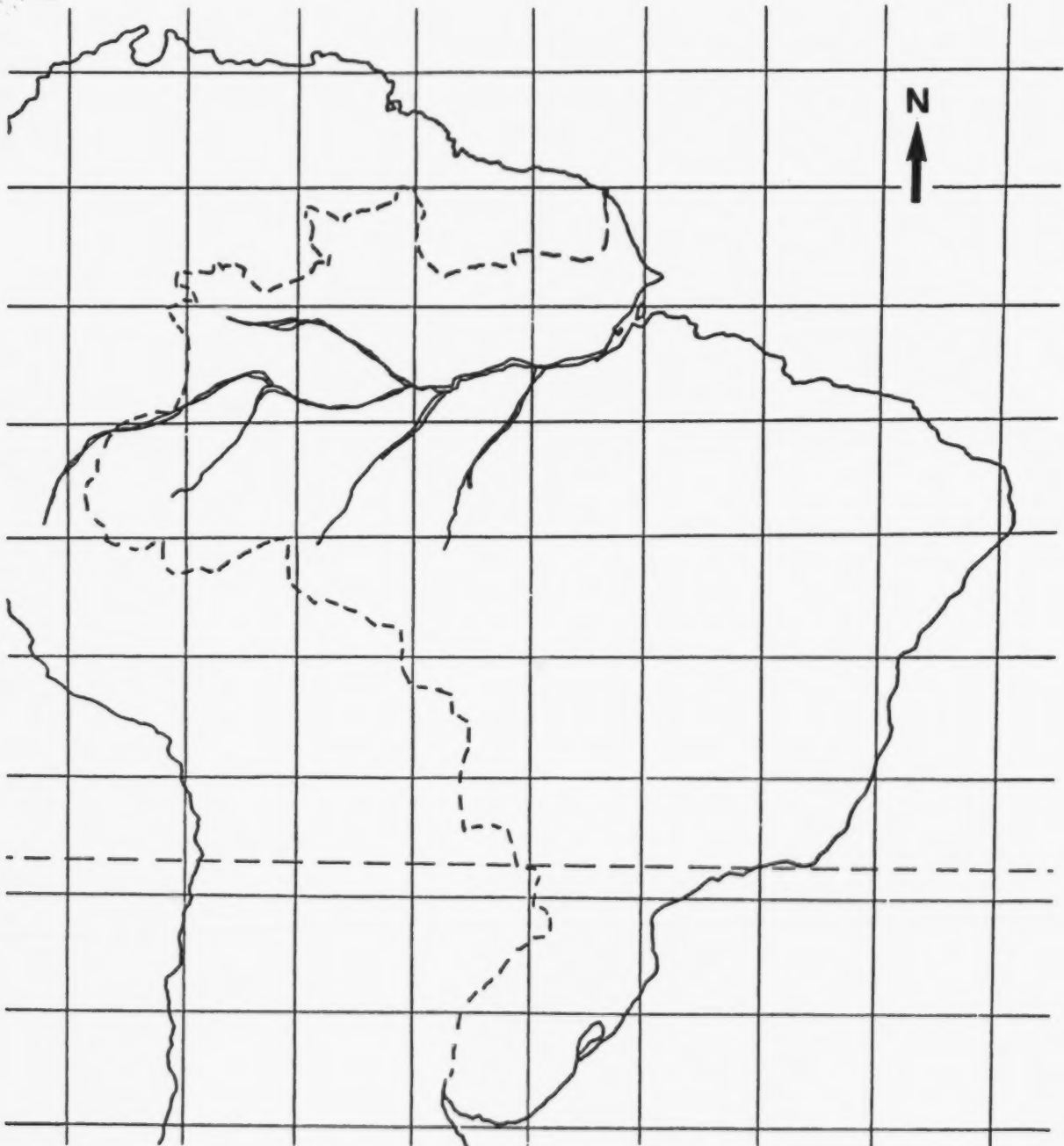
RESOURCE 1: MAP OF THE WESTERN HEMISPHERE



RESOURCE 2: MAP OF SOUTH AMERICA



RESOURCE 3: MAP OF BRAZIL



RESOURCE 4: BRAZILIAN CULTURE

FAMILY LIFE AND EDUCATION

Most people in Brazil live on the eastern coast in big cities such as Rio de Janeiro and Sao Paulo. Brazilians love large families (from 4 to 20 children) and even when the children grow up, families remain close. The family life is usually traditional with the father working outside the home and the mother working in the home, taking care of the children. Brazilian homes are much like ours – single-family dwellings, apartments, etc. All children go to primary school but secondary school (junior high and high school) is very expensive and there is a shortage of schools and books. Some children quit school early (at 10 or 11 years of age) to earn money for the family. At school, lessons begin early in the morning (around seven) and end before it gets too hot. Brazilian students study subjects such as mathematics, history, science and geography.



RECREATION



There are many recreational activities that people of Brazil do in their spare time. The most popular sport is football (soccer). They play this everywhere – on the beach, in the school yard, on the streets, anywhere there is room. Former Brazilian football stars such as Garrincha and Pele are known around the world. Other favourite sporting activities are horse racing, boxing, golf and volleyball. Brazil has many beautiful beaches such as the Copacabana and the Ipanema. Brazilians and many tourists flock to the beaches to sunbathe, swim and surf. Brazilians love to sing, dance and party. Every year they hold a Carnival (Mardi Gras) where people from all over the world join Brazilians in parties, parades and costume balls. Many people spend their free time year round preparing for the Carnival by making costumes and floats or practising singing and dancing.

FOOD

The main dish in Brazil is called the Feijoada and is eaten at noon on Saturday. It is made of stewed, smoked meats in a black bean sauce with separate bowls of black beans, fresh oranges, rice and spicy sauces to complete the meal. Almost every meal has meat in it and is served with rice or potatoes. Palm oil and coconut milk are used in the cooking of most of the food. Brazil has a number of favourite drinks. They love the chilled sap from a young green coconut, and cafezinhos, which is a strong, sweet coffee. Their national drink is Cachaca, fermented sugar cane alcohol. Brazilians eat a lot of fruit ranging from coconut and bananas to mangos and artichokes. Shopping is usually done in street markets where people in small shops or stalls sell everything from food to local craftwork.

CLOTHING

Brazilian clothing is made to keep people cool. Most outfits are made from cotton and are loose fitting. Fashions change quickly, like they do in Canada. There are many shops selling fashionable clothes but these are very expensive so many people make their own clothes or have a dressmaker make them. Textiles is one of Brazil's leading industries.

RELIGION

Most Brazilians are Roman Catholics. The Roman Catholic missionaries were some of the first Europeans to live in Brazil. The church is part of everyday life and helps improve education and health care. The church also owns a lot of land and has been active in Brazilian politics. Along with the Roman Catholic faith, there are many other religions in Brazil.



BRAZILIAN CULTURE – QUESTIONS

Name: _____

Date: _____

COMPREHENSION

1. Major cities in Brazil are found on the _____ coast.
2. Some children quit school early because _____.
3. Two subjects that students in Brazil study are _____ and _____.
4. The most popular sport in Brazil is _____.
5. Three other recreational activities in Brazil are _____, _____ and _____.
6. Brazilians make floats and costumes during the year because of the _____.
7. a) What is Feijoada? _____ a Cachaca? _____
b) What other good things do Brazilians love to eat and drink? _____
8. Most Brazilian clothing is made from _____.
9. Many Brazilians make their own clothes because _____.
10. The main religion in Brazil is _____.

FURTHER APPLICATION

1. Select one of the cultural attributes (education, recreation, food, clothing and religion) and compare it to Canada. What is the same, what is different?
2. Name other annual festivals that compare to Brazil's Carnival.
3. How do the physical features, geographical location and climate influence Brazilian life?

RESOURCE 5: RURAL BRAZIL

RAIN FORESTS

Most of Brazil is made up of rain forests. The rain forests are called the "lungs" of the earth since they provide 40% of the world's oxygen. Logging companies have been cutting down trees in Brazil and other countries in the world. Once the lush forests have been cut down, the soil loses many of its nutrients. Forestry provides many Brazilians with jobs and money. Brazil sells lumber to other countries.



WILDLIFE

There is a lot of wildlife living in the rain forests. Thousands of exotic birds, such as parrots, macaws and humming birds live in the trees. They share their home with monkeys, snakes and butterflies. Many large mammals live in the wild; for example the capybara (the world's largest rodent), wild pigs and water buffalos. Alligators, along with fish such as piranhas, pirarcus and Amazon sea cows live in the rivers.

BRAZIL'S NATIVE PEOPLE

The people who live in the rain forests and around the Amazon river are Brazil's native Indians. Most Indians hunt turtles, deer, birds and monkeys as well as fish for their food. They also plant gardens of potatoes, corn and beans and gather fruit, berries and nuts. The main ingredient of their meals is the root of the manioc. It is naturally poisonous, so the Indians have to grate, squeeze and heat it before it is safe to eat. Most tribes live in strong grass huts. Indian children usually help their parents and learn traditional skills. Sometimes Christian missionaries set up schools and offer formal education to the Indian children. Each tribe has its own language but most of them speak tupi, the language of the largest and most influential tribe. The government is trying to protect the culture and way of life of the Indians by setting land aside for them around the Xingín River.

RURAL BRAZIL – QUESTIONS

COMPREHENSION

1. a. Why are rain forests so important to Brazil?
b. Why are forests important to the world?
2. a. Name five animals that live in the rain forest.
b. Is there any chance of these animals becoming extinct? Explain.
3. a. Where do Brazil's native Indians live?
b. How do the natives get food? What kind of food do they eat?
c. Explain the schooling of Indians.
d. What is the natives' language?

FURTHER APPLICATION

1. How may cutting down the rain forests in Brazil influence Canada, now and in the future?
2. Use critical and creative thinking to develop strategies designed to prevent animals and plants from becoming extinct.
3. Compare and contrast Brazil's native Indians to Canada's native Indians. How are they the same? How are they different?



extinct – no longer existing



RESOURCE 6: BRASILIA

BRASILIA

A capital in the interior of Brazil had always been discussed but not until Juscelino Kubitschek came to power in 1956, did the dream become a reality. The main reasons for this were: 1) to develop the interior, 2) to shift the population away from the overcrowded coast and 3) to achieve Kubitschek's ambitions. The city was officially inaugurated in 1960, replacing Rio de Janeiro as the capital city of Brazil.



Brasilia is perhaps most famous for its design and modern architecture. Both Lucio Costa and Oscar Neimeyer were commissioned to design the city to be a marvel of the 21st century. The Congress Building, Cathedral, Presidential Palaces and the Ministry of Foreign Affairs are all internationally renowned.

Today Brasilia has a population of more than a million. It is still a showpiece of architectural wonder that represents Brazil's rise to modern industrial status. Brasilia is divided into halves, however, as most of the lower, working class people live in fevetas (or shanty towns) outside of the city limits while the rich live in the more modern city centre. Many cultural centres and fine museums fill the city. Brasilia represents Brazil's hope for the future.

BRAZILIA - QUESTIONS

COMPREHENSION

1. What was the capital city of Brazil before Brasilia?
2. What are the three reasons that President Kubitschek decided to move the capital from Rio de Janeiro to Brasilia?
3. What is Brasilia most famous for?
4. How is the city split into halves?

FURTHER APPLICATION

1. Refer to the map of Brasilia. Does the shape of the layout of the city remind you of anything? Explain.
2. Compare/contrast Brasilia with a familiar Canadian city.



RESOURCE 7: HISTORY OF BRAZIL

The land that is now Brazil was discovered in 1500 by Portuguese Admiral Petro Cabral. It was named after the much sought after Brazil wood tree, its first export. The Portuguese King sent a governor-general and many Jesuit priests to administer the new land. San Paulo was founded in 1554 and Rio de Janeiro in 1565. Slavery was instituted to force the native population to work for the white, European plantation owners. More than 3.3 million slaves were brought to South America from Portuguese African colonies.

Much of Brazil was still unexplored at this time. Adventurous armed bands, called bandeirantes, lived in the interior. Their explorations helped to open up and unify the country because they charted mountains and major water supplies. The discovery of gold in 1693 led to a gold rush and flood of settlers from America and Europe. The inflation that accompanied the gold rush, however, nullified almost all of the economic benefits.

In 1763, the capital moved from Salvador to Rio de Janeiro. Economic stagnation led to unsuccessful independence movements, the most famous by Tiradentes. The entire situation changed when the Portuguese royal family sought refuge and developed a love for Brazil. Major changes were instituted under their direction, such as legalizing trade with other countries besides Portugal and establishing manufacturing industries on Brazilian soil. The new British and French merchants provided the Brazilians with customs that they soon adopted such as using cutlery and wearing formal European clothing.

The royal prince, Dom Pedro, stayed behind when his family went back to Europe. He became the leader of the final independence movement in 1882 and, consequently, their first emperor. His son, Dom Pedro II was crowned at an early age and he, too, continued to modernize Brazil with such projects as steam trains and telephones. Brazil was ruled in this manner (provisional government under a military autocracy) until 1894.

Little changed when Brazil shifted to a federal republic and presidential rule. The economy now relied more heavily on coffee and rubber exports, rather than sugar cane products. Brazil's involvement in World War I boosted the lagging economy greatly since all industrial production doubled. The war also stimulated national pride and a series of revolts aided by the military ended the old republic.

The new leader, Getulio Vargas, ruled for the next 24 years, implementing changes that both helped and hindered Brazil. Soon after he assumed power, he was tested and forced to produce a new constitution to pacify the masses. This included many democratic demands of the revolutionaries – secret ballots, representation of all classes in Congress, and female suffrage. Working conditions were improved and child labour was outlawed. This was a facade, however, since Vargas staged a coup and set up a new regime, Estado Novo, a short time later. All individual rights were suspended and democracy was suppressed. During World War II, Brazil's navy played a key role in patrolling the South Atlantic, which allowed the United States to use its navy elsewhere. This was the beginning of the end for Vargas. Army officers had been introduced to American technology and saw how Brazil lagged behind. Ordinary citizens began to question why they had fought for liberty and democracy during the war if they were not even guaranteed these rights at home. Hence, the military stepped in again and the Brazilian Labour Party was elected democratically after Vargas' dismissal. Five years later, he staged a come-back and was elected, only to fall again in three years due to a corrupt administration.

Vargas' successor, Juscelino Kubitschek, threw industrialization into high gear and built the new capital, Brazilia, in the interior. The difficulties were many since the dirt roads often flooded and materials had to be flown in, but Kubitschek spared no cost. In April 1960, the new capital was formally inaugurated at a 600 million pounds cost to the taxpayers. This was the main factor of the nation's financial crisis that led to Kubitschek's dismissal. Brazil's unstable economy has been the downfall of many presidential successors ever since.



RESOURCE 8: BRAZIL TODAY

Official name: Republica Federativa do Brazil

Capital: Brasilia, Federal District

Constituent parts: 22 states, 4 territories and the Federal District

Area : 8.5 million km²
fifth largest country in the world
takes up 47% of South America

Population: 130 million (1986)
65% under 30

Population Density: 15 people/km²
90% are concentrated on coastal strip

Average Altitude: 500 m

River System: Amazon - 6000 km
Sao Fransico - 2900 km

Natural Resources:

1. Timber – 3rd largest forested areas in the world
3 million km²
e.g., mahogany, brazilwood
2. World's largest reserves of
 - aquamarines
 - topazes e.g., found in yellow sapphires, gems
 - bauzite e.g., found in aluminum
 - niobium e.g., used in alloys
3. Gold – 33,000 tonnes on reserve
4. Exports – coffee soya beans
 sugar cane tobacco
 cocoa fruits e.g., oranges, bananas, lemons, pears

Average Temperature: Amazon Forest 24°C to 27°C
Rio de Janeiro 22°C to 27°C
Porto Alegre 15°C to 26°C

Average Rainfall: 101-150 cm/year.

CANADA: COLONIZATION TO CONFEDERATION

OVERVIEW

Students will investigate how Canada became a nation, relate Canada's development to province, community and self, and develop further their appreciation of history. Students will identify and investigate the qualities of a responsible citizen and will relate their knowledge about responsible citizenship to themselves.

A responsible citizen

- is knowledgeable, purposeful and makes responsible choices
- understands the roles, rights and responsibilities of citizens in a democracy
- participates constructively in the democratic process
- respects the dignity and worth of self and others.

The *Program of Studies/Curriculum Guide: Canada - Colonization to Confederation* and the "Generic Skills" section of this document will assist teachers when planning for instruction.

Teachers are encouraged to plan the depth and extent of this thematic study in keeping with abilities, needs and interests of students.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this theme will enhance student ability to:

- develop an understanding of the concept and importance of history
- identify significant people and events in Canadian history
- examine the qualities of a responsible citizen
- apply knowledge about Canadian historical development to personal development, cultural background and responsible citizenship
- relate current affairs to the study of history.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this thematic unit are outlined below.

KNOWLEDGE

- The study of personal history is related to the study of community, province and country.
- Canada is a participatory democracy which involves responsible citizenship.
- Applying critical/creative thinking, problem-solving and decision-making strategies may aid in understanding the concepts associated with colonization and confederation.
- It is important to develop communication and participation skills to facilitate appropriate interaction at home, at school, in the workplace and in the community.

SKILLS

- Summarizes how Canada became a country.

- Outlines significant individuals and events leading to confederation.
- Understands that confederation is a compromise.
- Defines the qualities of a responsible citizen.
- Relates current affairs to the study of Canadian history.

ATTITUDES

- Realizes the value of becoming a responsible, participating citizen at home, at school, in the workplace and in the community.
- Appreciates the value to lifelong learning of developing process, communication and participation skills.
- Develops a desire to understand the history of Canada as it relates to the present and future of Canada.

LEARNING RESOURCES

- *Living in North America.*

Chapter 6, Cultural Borrowing
Chapter 11, The Meeting of Cultures
Chapter 12, The Growth of the North American Nations

- *Canada's Political Heritage: Conflict and Change.*

Chapter 3, The Era of the British North American Colonies
Chapter 4, The Struggle for Responsible Government
Chapter 5, The Road to Confederation
Chapter 6, Expanding from Sea to Sea

- *Across Canada, Resources and Regions.*

Chapter 3, Our Human Heritage
Chapter 10, Canada and Its Regions

- The *Program of Studies/Curriculum Guide, Canada: Colonization to Confederation* contains suggestions regarding additional teaching strategies, student activities, curricular integration and community partnerships.

ADDITIONAL SUPPORT MATERIALS

- *Working For Canadians.*

SUGGESTED ACTIVITIES

1.
 - a. Provide opportunities for students to examine personal history in the form of a family tree or timeline. (See *Living in North America*, pp. 189, 207, or *Across Canada, Resources and Regions*, p. 102.)
 - b. Assist students to recognize the importance of personal history as it relates to their present circumstances.
 - Have students discuss "what if..." situations such as:
 What if your (parents/grandparents/ other) had remained in Europe (or other) rather than immigrating to Canada?
 What if your forefathers had settled in Eastern Canada?
 What if you were the only child in your family?
 - c. Have each student research his/her family background and make a family tree. As the class progresses through Canadian history, have students relate historical events to the arrival of their ancestors. (See *Living in North America*, p. 189.)
 e.g., A student's great-great-grandfather came to Quebec from France in 1830.
 - What was happening in Quebec at that time?
 - Why did he settle in Quebec?
2.
 - a. Provide opportunities for students to research the history of institutions, industries, businesses, and/or buildings in the community. Use records located at urban/rural offices, senior citizens, libraries, district historical books, etc.
 e.g., the school, hospital, community centre, religious centre, community festivals, such as summer fairs, trade show.
 - Have students report their findings to other classes.
 - b. Have students present the information in timeline format. Synthesize the data on a large community historical timeline posted on the bulletin board.
 - c. Provide opportunities for students to speculate outcomes if specific events had not occurred in the history of the community.
 e.g., Predict what Edmonton would be like today if Red Deer were the capital city of Alberta.
3. Refer to Resource 1: Canadian History Timeline and sections in *Canada's Political Heritage: Conflict and Change*. Assign individuals or groups of students a major date or event in Canadian history to research, present and incorporate on a classroom timeline. (See Communication, "A Sequences of Speeches", "Organizing Data" and "I-Search Report".)
 e.g.,

Quebec Act, 1774	The Durham Report, 1839
Constitution Act, 1791	Quebec Conference, 1864
War of 1812	The British North America Act, 1867.
The Rebellions of 1837	

 - Have students develop posters, skits or short plays portraying their historical event.
 - Videotape these performances in chronological order and view with another class and/or use as a unit review.
4. Provide opportunities for students to research the history of a city, town or community. Use the following questions to guide research:
 - Why was that spot chosen for settlement?
 - What is the significance of the name?
 - The initial settlers were from what country?

5. a. View films, videotapes, slides, etc., that portray life in various time frames of Canadian history. Have students write a summary of the events depicted in the visual and add the summaries to the class timeline.
- b. Suggest to students that they watch movies and/or television programs that present a historical timeframe, and relate the events to the Canadian timeline:
e.g., *The Campbells*, *Wonder Years*, *Anne of Green Gables*.
6. Have students select an individual or group that contributed to Canadian history.
e.g.,

The French	Bishop John Strachan
United Empire Loyalists	Lord Durham
Indians	Lord Elgin
Laura Secord	John A. Macdonald
Louis-Joseph Papineau	George Brown
William Lyon Mackenzie	Political Parties
Emily Murphy	Nellie McClung.

 - Provide opportunities for students to research, report and/or discuss the contributions of these groups and individuals. (See Communication, "I-Search Report", "Organizing Data", "Computers and the Writing Process", "A Biographical Report".)
 - Have students role play a newspaper reporter and report selected people and events in Canadian history. Collect the articles and have students make a series of historical newspapers.
7. Provide opportunities for students to select and present the historical development of a province from early settlement to provincial status. (See *Canada's Political Heritage: Conflict and Change*, pp. 94-151.)
8. Discuss the roles of the British, French, Americans, Natives, women and others in the formation of Canada.
9. a. Have students brainstorm qualities needed by an individual to contribute to classroom rapport (see Participation, Discussing; Theme: "You and the Physical/Cultural Community" and *Program of Studies/Curriculum Guide: Personal/Interpersonal Development*):
e.g., respect for others, cooperation, ability to listen, effective communication.
 - Role play with students situations to emphasize inappropriate and appropriate group behaviour. (See Participation, "Instruction In and About Small Group Discussions", "Non-Verbal Cues", "I feel" Statements" and Communication, "Verbal Non-Listening".)
- b. Relate the qualities listed above to the qualities necessary for responsible citizenship.
10. Provide opportunities for students to research a person from Canada's past who displayed responsible citizenship.
e.g., Lord Elgin, Nellie McClung, Irene Parlby, George Brown, Sir John A. Macdonald.
 - Have students list the qualities of the individual that represent responsible citizenship.
11. a. Provide opportunities for students to discuss and/or debate issues related to Canadian history. Ask students to address an issue and formulate a group decision about the issue. Discuss the process used to determine the decision. (See Process/Inquiry.)
e.g., Land distribution in early Canadian settlements; balance of power in French and British settlements; educational opportunities in early Canada.
 - Discuss with students the concept and practice of compromise.
- b. Have students recall and share times when they may have used compromise to deal with a situation at home or at school.

- c. Introduce to students the fact that confederation is a compromise. Have students discuss and relate the compromise of confederation to personal situations.
- 12. Role play appropriate acts of responsible citizenship to the following situations:
 - being first at the scene of an accident
 - finding a lost tourist
 - noticing a park/river that is becoming polluted and unsafe.
- 13. Relate current affairs to the historical study of Canada. (See Participation, "Current Affairs".)
- 14. Refer to "Evaluation" in the preamble to this document, and assess student performance throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Read with students a historical novel, biography or autobiography that relates to the period in Canadian history between colonization and confederation.
- Review and relate the concepts, skills and attitudes associated with the Language Arts theme: "People are Great!" to individuals who contributed to Canadian history and/or who are responsible citizens.

COMMUNITY PARTNERSHIPS

- Arrange a visit to a local newspaper office.
- Have students identify individuals in the community who appear to portray the attitudes and behaviours necessary for responsible citizenship.
- Visit a historical museum or park that indicates what life was like in the past.

RESOURCE 1: CANADIAN HISTORY TIMELINE

5,000 BC	Native ancestors may have crossed the Bering land bridge Development of agriculture, fishing and permanent Native settlements
↓	
1000 BC	
1000 AD	Viking visits
1500	Spaniards bring horses
1608	Quebec is established
1700	Indians use rifles
1754	A. Henday becomes first explorer to meet the Blackfoot and see the Rocky Mountains
1774	The Treaty of Paris makes New France a British colony.
1774	The Quebec Act favours the French way of life.
1775	American Revolution begins
1776-1784	Loyalists arrive in Quebec
1778	Captain Cook explores the Pacific coast
1791	The Constitution Act divides Quebec into two provinces: Upper Canada (Ontario) and Lower Canada (Quebec).
1812-15	War between Britain and U.S.A.
1837	Rebellions in Upper and Lower Canada
1839	Lord Durham's Report
1841	The Act of Union – Upper Canada becomes Canada West, Lower Canada becomes Canada East
1849	Rebellion Losses Bill passes bringing Responsible Government.
1864	The Great Coalition – Brown, Macdonald and Cartier form a union
1864 (Sept)	Charlottetown Conference begins
1864 (Oct)	Quebec Conference
1866	New union to be called "Dominion of Canada"
1867	The British North America Act is passed: Confederation

RESOURCE 2: CANADA – BRITISH RULE

The conquest of Acadia by British troops in 1713 resulted in the large number of French-speaking settlers being forced to swear allegiance to the British crown. Many refused and were banished from the territory. Britain and France continued to struggle for control of North America. The French were finally defeated in the Plains of Abraham outside of Quebec and New France became a British colony with the signing of the Treaty of Paris. The British were anxious to avoid the problems they had in Acadia so they established a military government. James Murray was appointed to establish British rule. Under Murray, very little changed – the French could practise their own language, religion and civil law, and so could the British.



HABITATION DE QUEBEC, EARLY 1600s



In 1763 the Royal Proclamation announced that civil government would be established. James Murray was appointed the governor of Quebec. He tried to be fair to the French by setting up French lower courts, French juries and an appointed council with some French present. This angered the English elite and they demanded that Murray be recalled. In 1766 the British government reacted by replacing Murray with Sir Guy Carleton. It did not take long for Carleton to see the dangers of an elected assembly also (Roman Catholics could not vote). He, too, began to side with the French. He saw that no matter how hard the government tried, the French would always remain French. In 1774 the Quebec Act reflected Carleton's beliefs by favouring the French. Most people in Quebec were satisfied with the terms, although the English still wanted an elected assembly. The thirteen colonies to the south however were furious that they lost land to Quebec and that Britain placed special taxes on even basic necessities. This was the beginning of the American Revolution (1775).

During the American Revolution, some people who were faithful to Britain migrated to Canada. These people were called the United Empire Loyalists. The Loyalists demanded their British rights, such as an elected assembly, British laws and support for the Protestant church.

The British government tried to pacify the Loyalists by passing the Constitutional Act of 1791 which divided Quebec into Upper and Lower Canada. Upper Canada became primarily English-speaking while Lower Canada remained quite French.



LOYALISTS MOVE NORTH

RESOURCE 3: CANADA – THE DEMAND FOR RESPONSIBLE GOVERNMENT

In the early 1800s, some of the colonists started to see that the current form of government should be changed. Upper and Lower Canada had two appointed councils, executive and legislative, and an elected assembly. Since the governor appointed the councils, they were usually rich friends such as judges, lawyers and doctors. The elected assembly had little power since the governor and/or the council had to approve any suggested laws. In Upper Canada these men were called the Family Compact, in Lower Canada, the Chateau Clique. This angered the majority of people since these elite Loyalists ran the whole government. The colonists did not want a radical change such as separatism, they merely wanted the right to govern themselves.

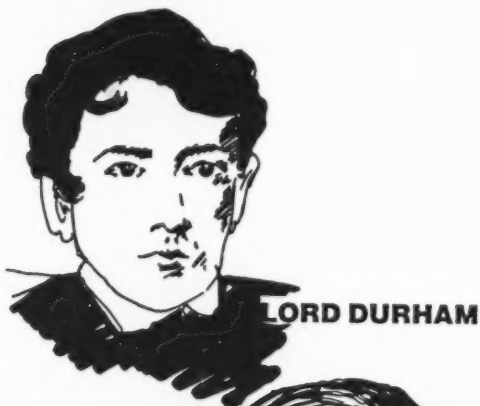
LOUIS-JOSEPH PAPINEAU



WILLIAM LYON MACKENZIE

The move for reform in Lower Canada was led by Louis-Joseph Papineau. The unrest stemmed from many areas:

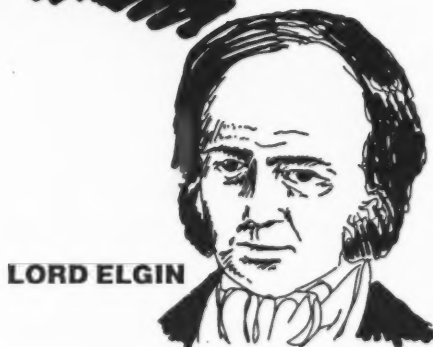
- The French Canadian farmers tried to protect their rural culture through an elected assembly.
- The English merchants had control by being appointed to the councils.
- The French majority were tired of the English minority (Chateau Clique) ruling them.



LORD DURHAM

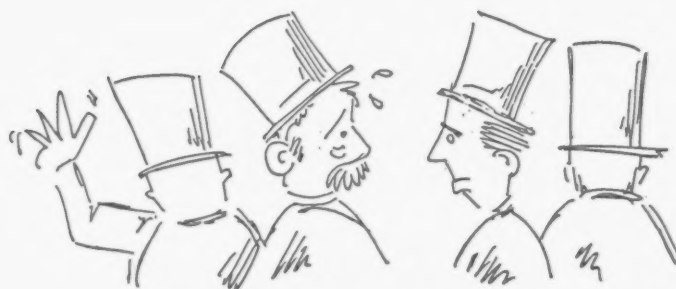
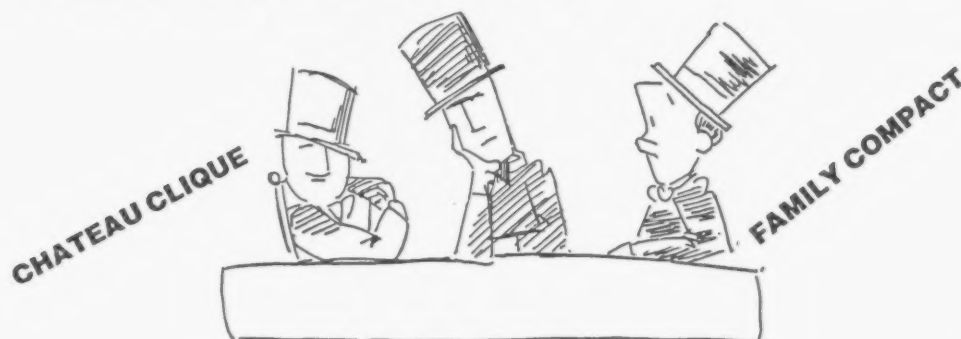
The situation in Upper Canada was equally unsatisfactory:

- The Family Compact favoured its supporters by granting land to Tories and changing government policy to suit them.
- The Anglican church received more benefits than any other church and this angered other Protestant churches.
- William Lyon MacKenzie took a stand for a more democratic form of government by using his newspaper to voice the discontent.



LORD ELGIN

The problems erupted into violence in 1837. Fighting in Lower Canada occurred between members of the English and the French. Although Papineau and his supporters were not directly involved, they were arrested. Minor battles were won by both sides. Finally in December, the British troops won and ended the rebellion. Fighting in Upper Canada was spurred by the uprising in Lower Canada. MacKenzie and his followers marched toward Toronto and were met by a volunteer militia of Loyalist Tories but nothing became of it. The 600 militia men surrounded the rebels' headquarters and quickly ended the rebellion. Both rebellions failed and the government instituted even stricter policies instead of the reform that the rebels had striven for.



ELECTED REPRESENTATIVES

Lord Durham was sent to investigate the cause of the uprisings. He saw the injustices and felt the power struggle between the French and English-speaking people. However he did not think the French were educated enough to govern themselves. The Durham Report recommended that Upper and Lower Canada be united, that responsible government be granted and that imperial and local affairs be separated. The British government accepted only one part – uniting Upper and Lower Canada. The new province was divided into Canada West and Canada East and was governed by a governor, an appointed executive and legislative council and an elected assembly. Right from the start, the new government was split in two with the Tories on one side and the Reformers on the other. The British finally saw that they needed the reformers' support to run an effective government. Lord Elgin was appointed as governor general in 1847 and finally instituted a responsible government. It was put to the test when Elgin signed the Rebellion Losses Bill in 1849 against the wishes of the Tories, who thought it was payment for rebellion. Riots resulted but the government remained firm. The reform government led by Robert Baldwin and Louis LaFontaine was called the Great Reform Ministry. It instituted improvements such as making both French and English official languages and changing the system of justice and the postal service.

RESOURCE 4: CANADA – THE SEARCH FOR UNION

The United Province of Canada did not run more efficiently than Upper and Lower Canada did separately. There was distinct tension between French and English as well as the emerging political parties. Under the responsible government, party affiliation was needed since the party with the majority of elected members controlled the assembly. In Canada East the main rivals were the Bleus, led by George Etienne Cartier and the Rouges, led by Antoine-Aimé Dorion. They mainly differed on religious grounds since the Rouges opposed the Catholic church's political power, while the Blues supported the Catholic church. In Canada West, the two main parties were the Tories, led by John A. Macdonald and the Clear Grits, led by George Brown. The Tories were truly devoted to British ways but realized that their power would not last without French support. The Clear Grits wanted representation by population and the ties between church and state cut. Although political parties were established, governments did not stay in power for long. Between 1849 and 1864 there were twelve different governments in power. Canada was very unsettled and needed to become stabilized quickly.

CANADA EAST

BLEUS

- supported the Catholic church
- George Etienne Cartier

ROUGES

- opposed the political power of the church
- Antoine-Aimé Dorion

CANADA WEST

TORIES

- support British ways but recognized the need for French support
- Sir John A Macdonald

CLEAR GRITS

- support representation by population
- supported cutting the ties between church and state
- George Brown



SIR JOHN A. MACDONALD



GEORGE BROWN

There were many reasons for Canada to become a unified nation, such as:

- to decrease the threat of American invasion
- to build railways to increase trade among the colonies
- to create a new and powerful nation
- to decrease the pressure from Britain because colonies were an additional expense to the motherland.

The Charlottetown Conference began on September 1, 1864. The Canadian delegation (John A. Macdonald, George Brown, George Etienne Cartier, Alexander Galt and Thomas D'Arcy McGee) argued strongly for a whole British North American union. The Atlantic provinces were so impressed they agreed to postpone their own discussions and attend the Quebec Conference. On October 9, 1864, thirty-three delegates gathered to discuss the union. Discussions were heated as there were many ways in which to unite, all with some merit. Some preferred a British type of legislative union with a strong central government. Cartier and others looked to the Americans as a good example of a strong federal union. On top of this, all provinces voiced their special needs which had to be taken into consideration.

Canada's government was decided upon at the Quebec Conference. The delegates decided on a federal union – the federal government handling matters of concern to the whole country, such as defence, while the provincial government would handle local matters such as education, language and religious rights. The Province of Canada was split into Quebec and Ontario. The new parliament consists of the monarch, the House of Commons and the Senate. Representation by population was decided as the fairest system to all provinces. Every province was to have an equal number of Senators. The delegates also made a list of seventy-two recommendations, called the Quebec Resolutions.

In March of 1867, the British government passed the British North American Act (our first constitution) and on July 1, 1867 the Dominion of Canada was formed.

CAREERWATCH 8

OVERVIEW

Preparing students for future employment is one of the goals of the Integrated Occupational Program. Teachers may address the knowledge, skills and attitudes of this thematic unit in an independent study, or as an extension of the initial Grade 8 theme, "You and Your Physical/Cultural Community".

Students will develop further awareness of volunteerism, volunteer opportunities throughout the community, and personal interests related to volunteerism and employment. Students will also examine employment-related generic skills and attitudes.

Teachers are encouraged to make extensive use of businesses, industries, agencies and personnel within the community to enhance student understanding of the knowledge, skills and attitudes to be developed throughout the study of this thematic unit.

When preparing for instruction, teachers are encouraged to reference the *Program of Studies/Curriculum Guide: Careerwatch 8 and Health and Personal Life Skills, Theme III*.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify personal interests and relate these to employment
- identify volunteer opportunities within the community
- recognize the transferability of generic skills from the classroom to the workplace
- recognize and acquire appropriate attitudes relative to school and the workplace.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this theme are outlined below.

KNOWLEDGE

- Identifying community employment opportunities and relating these to personal interests will assist students to make appropriate future career choices.
- Critical/creative thinking, problem-solving and decision-making strategies will assist individuals to investigate volunteer and employment opportunities within the community.
- World events may influence present and future employment opportunities within the community.

SKILLS

- Describes the careers of family members and/or friends.
- Categorizes employment opportunities into clusters.
- Selects and lists personal interests and qualities related to employment.

- Identifies volunteer opportunities.
- Relates current affairs to employment in the community.

ATTITUDES

- Develops an understanding of self in relation to interests and career opportunities.
- Appreciates the ability to use various decision-making and critical/creative thinking strategies to investigate volunteer and employment opportunities within the community.
- Appreciates the importance of process, communication and participation skills when addressing careers.
- Appreciates the need to understand the relationship between world events and personal career preparation.

LEARNING RESOURCES

- *Living in North America.*

Chapter 10, Making a Living Chapter 13, Working Together

- *Program of Studies/Curriculum Guide:* Careerwatch 8 contains suggestions to enhance the learning objectives.
- Community businesses, industries, agencies and personnel.
- Newspapers, pamphlets, brochures, etc., available throughout the community.
- Government and/or private employment agencies.

ADDITIONAL SUPPORT MATERIALS

- *Life Skills, Attitudes on the Job.*
- *Entering the World of Work.*
- *Kids and Careers, A Parent's Guide to Employment.*

SUGGESTED ACTIVITIES

1. Refer to the initial Grade 8 theme, "You and Your Physical/Cultural Community", subsection "You". Provide opportunities for students to complete some or all of the suggested activities to review and reinforce personal/interpersonal development (e.g., Resource 6: About Me, Resource 7: 4-Me).
2.
 - a. Have students list activities, items, etc., that interest them.
 - b. Have students list employment opportunities in which they are interested. After discussing the lists, collect and store for comparison at the end of this theme.
 - c. Administer an interest inventory test (e.g., *The Easy-to-Read Career Planning Guide, for Use with the Self-Directed Search*, Guidance Centre, University of Toronto, 1986).
Note: Contact the school counsellor for information.
 - Analyze student results and initiate a discussion relating interest to job satisfaction.
3.
 - a. Provide opportunities for students to share personal volunteer/employment experiences, and/or the experiences of family members or friends.
 - b. Have students use the PMI techniques to evaluate experiences. (See Process/Inquiry, "de Bono's Tools for Teaching Thinking: CoRT".)
 e.g., Babysitting

P (Plus)	M (Minus)	I (Interesting)
experiences in being responsible	time away from friends	learning more about children

- c. Have students organize the shared employment experiences according to the three employment clusters addressed in the Integrated Occupational Program.
 e.g., Business Education
 Personal and Public Services
 Technical/Occupational
 - Develop a chart of the information to list additional information during this unit.
- d. Use a mind map strategy or a semantic web to brainstorm additional jobs related to the three occupational clusters. (See Process/Inquiry, "Critical/Creative Thinking Strategies" and "Semantic Webs and Maps".)
- e. Have students organize into groups to make posters/collages based on specific employment/volunteer opportunities associated with the clusters. (See Participation, "Cooperative Learning".)
4. Have students use the telephone directory, classified ads, etc., to identify agencies that assist people to find employment. (See Communication, "Adjusting Reading Rates" and *Living in North America*, pp. 56-57 and 242.)
5.
 - a. Provide opportunities for students to identify and list businesses, agencies, industries, etc., that make use of volunteer personnel. Have students list specific volunteer opportunities and related tasks and duties.

- b. Have students brainstorm and/or research volunteer opportunities relative to each of the three Integrated Occupational Program clusters.
- c. Have students discuss the advantages of volunteerism:
 e.g., skills experience
 interpersonal experience
 recommendations for future employment.
- 6. a. Provide opportunities for students to brainstorm attitudes and behaviours needed to become successful volunteers and employees. (See Participation, Group Dynamics, "Interpersonal Development".)

Attitudes	Behaviours
positive about work positive about company honest willing to work	on time neat, clean clothes pleasant to co-workers and customers

- b. Have students compare personal attitudes and behaviours to those on the list.
- 7. Provide opportunities for students to become actively involved in volunteer work and have students share experiences.
 - Provide a "sharing box" for students to place summaries of successful experiences and problem situations.
 - Have students use problem-solving strategies to determine solutions. Problem experiences would remain anonymous.
- 8. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student performance throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Review letter writing and verbal skills in order to write and/or telephone businesses requesting information about volunteerism.
- Provide opportunities for students to practise interview techniques and strategies in preparation for an employment interview.

PRACTICAL ARTS

- Relate the generic skills of the Practical Arts courses to volunteer and/or employment experiences.

SCIENCE

- Investigate the influence of technology on volunteer and employment opportunities.

COMMUNITY PARTNERSHIPS

- Arrange with a school/community career counsellor to visit the class to discuss the importance of and relationship among employment satisfaction and interests.
- Organize field trips throughout the community to identify volunteer employment opportunities. Have students list specific tasks related to each opportunity.
- Survey businesses, agencies and industries within the community to learn more about types of volunteer opportunities associated with each organization.
- Provide opportunities for students to become involved in volunteer activities throughout the community:
 - e.g., assisting one morning per week at a day-care, visiting a senior citizens' centre to play cards and run errands, selling lilies for medical research, running a booth at a local fair, collecting bottles for a worthy cause.
- Invite a representative of an organization that has a high level of volunteer workers, to talk about the importance of volunteer help.

YOU AND YOUR SOCIAL/ECONOMIC COMMUNITY

OVERVIEW

The social and economic environments will be investigated as they relate to the needs, wants, values, and quality of life of the individual. Students will gain further understanding of economic patterns, focusing on the Canadian Mixed Economic System and will relate the Canadian economic system to personal economics and to changes and issues in the social community. This thematic unit is organized into three sections: A. "You", B. "You and Your Social Community", and C. "You and Your Social/Economic Community". Each section relates to and builds upon knowledge, skills and attitudes addressed previously in the program.



It is recommended that teachers address the knowledge, skills and attitudes highlighted in the "You" section throughout the year in a variety of contexts.

Teachers are encouraged to reference "Personal/Interpersonal Development" and "The Social and Economic Community" sections in the *Program of Studies/Curriculum Guide*, the "Generic Skills" section of this document, and the Grade 8 theme, "You and Your Physical/Cultural Community", when planning for instruction.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify physical features that influence human population distribution
- relate human population distribution to natural resources and economy
- relate natural resources to economy
- examine human interaction relative to the economic community
- develop a thorough understanding of the local social/economic community
- compare communities in the province and country
- recognize the influence of individuals on community development and the community on individual development
- examine the contributions of immigrants to the community
- recognize the influence of environmental and other issues on the community
- relate the social and economic community to quality of life
- identify and locate on maps the countries and continents in the news
- recognize that world events may influence the social and economic community.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this theme are outlined below.

KNOWLEDGE

- The social and economic communities are interdependent and are influenced by geographical location, physical features, climate and natural resources.
- Immigrants and cultural groups have influenced the community and the community has influenced immigrants and cultural groups.
- Personal development is related to an individual's attributes, self-esteem, sense of responsibility and level of independence.
- Internal and external factors may influence personal behaviour and development.
- Critical/creative thinking skills, process skills and inquiry strategies may be used to explore personal/ interpersonal development and social/economic issues.
- Humans are interdependent. Therefore, it is important for individuals to develop the communication and participation skills needed to relate successfully to peers, family members and community members in a variety of situations.
- Many factors contribute to the social and economic community and understanding these factors will enable the individual to adapt to change.
- Personal/interpersonal development and the social/economic community may be influenced by current world events.

SKILLS

- Distinguishes developmental patterns.
- Recognizes and prioritizes personal needs, wants and values.
- Relates independence to responsibility.
- Identifies and applies problem-solving/decision-making strategies.
- Recognizes the need for realistic goal planning.
- Identifies and applies critical and creative thinking strategies.
- Summarizes internal and external factors contributing to success.
- Identifies friendships and peer groups.
- Observes and explains group behaviour.
- Relates geographical location, physical features, climate and natural resources to industry and population.

- Reads, analyzes and interprets graphs, charts, illustrations and maps.
- Demonstrates an ability to analyze and understand environmental issues and interprets the impact on individuals and the community.
- Demonstrates an understanding of immigration.
- Identifies the economic community.
- Recognizes the influences of various factors on the quality of life.
- Relates current world events to the study of personal/interpersonal development and the social/economic community.

ATTITUDES

- Develops an appreciation of personal attributes, characteristics and behaviours.
- Develops a sense of responsibility for personal behaviour.
- Realizes the value of appropriate communication patterns.
- Recognizes the value of becoming a responsible, participating member of society.
- Appreciates human diversity with respect to heritage, religion, family structure, occupation, physical/mental abilities, financial status, education and attitudes.
- Recognizes the value of learning continuously about the interdependency of the social, economic and physical community.
- Realizes the importance of applying critical/creative thinking and inquiry strategies to social and economic issues.
- Appreciates the experiences of, and contributions made by, immigrants to Canadian communities.
- Recognizes the importance of continued awareness of events occurring in the world and their influence on personal/interpersonal development.
- Recognizes the importance of understanding current world issues as they relate to the social and economic community.

LEARNING RESOURCES

- *Living in North America.*

Chapter 4,	People and the Environment
Chapter 7,	The Need to Belong
Chapter 8,	Government in the Community
Chapter 9,	Producing and Consuming
Chapter 10,	Making a Living
Chapter 13,	Working Together

- *Across Canada: Resources and Regions.*

Chapter 1,	An Overview of Canada and How it Relates to the World
Chapter 3,	Our Human Heritage
Chapter 4,	Where We Live
Chapter 5,	Farming in Canada
Chapter 6,	Water
Chapter 7,	Energy and Transportation
Chapter 8,	Our Natural Resources and How We Use Them
Chapter 9,	Canada's Industries
Chapter 10,	Canada and Its Regions

- *Program of Studies/Curriculum Guide: Personal/Interpersonal Development and The Social and Economic Community.*
- Grade 8 theme, "You and Your Physical/Cultural Community".

ADDITIONAL SUPPORT MATERIALS

- *Project Business, Consultant/Teacher Manual.*

The Canadian Economic System The Market System

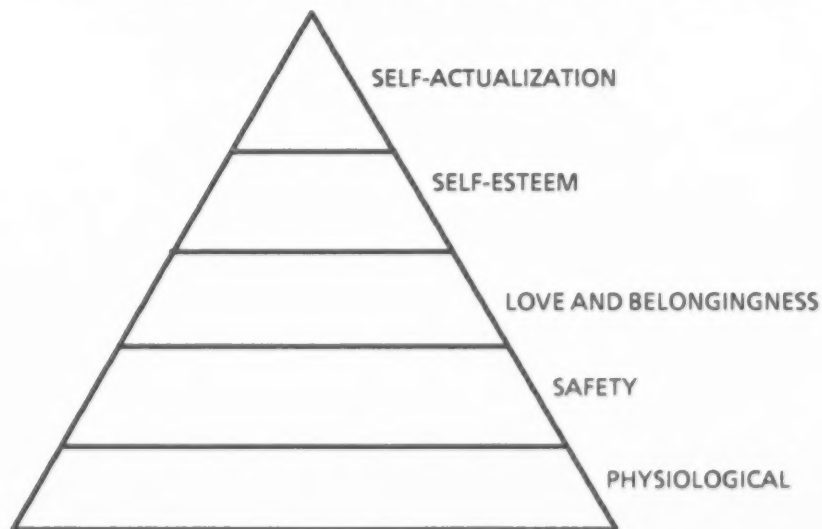
- *Creative Living.*

Introduction: Focus on You Unit One: Your Family and Your Friends Unit Three: Managing and Buying

SUGGESTED ACTIVITIES

A. YOU

1. Refer to the Grade 8 theme "You and Your Physical/Cultural Community", section B. "You", and complete activities designed to review and reinforce concepts related to personal and interpersonal development. Provide opportunities throughout the year for students to increase personal awareness and application of skills related to interacting with others. (See "Safe Classroom Environments: Emotional/Physical", in the preamble to this document, pp. 7-8 and Participation, "Cooperative Learning".)
2.
 - a. Initiate a brainstorming activity where students contribute needs and wants. List student response on an overhead transparency or chalkboard. Avoid categorizing the responses.
 - b. Following the brainstorming session, have students categorize the items on the list into needs and wants. Have students distinguish needs from wants and differentiate by using different coloured chalk or circle the needs and underline the wants.
 - c. Have students relate personal needs to Maslow's Hierarchy of Needs. Provide students with an outline of a triangle similar to the following illustration but without the words. Have students select and place the physical needs from their list in the lower section of the triangle. These basic needs are air, water, food and shelter.
 - Continue adding to the triangle using the needs listed by the students,
 - e.g., Safety – security, comfort, well-being
 - Love and belongingness – acceptance, friendship
 - Self-esteem – recognition of self-worth and personal value, self-confidence
 - Self-actualization – accept self and others; concerned about welfare of others.



- d. Provide a variety of opportunities throughout this thematic unit for students to discuss issues. While discussing have students self- and peer-evaluate listening skills, participation, use of verbal/non-verbal techniques, etc. (See Communication, "Peer Feedback", Listening, and Participation.)

- e. Have students view a television program, such as "The Cosby Show", "Growing Pains" or "MASH" and complete a chart similar to the following. Inform students that behaviour may satisfy many needs requirements.

Character	Behaviour	Need Requirement
Hawkeye	Telling jokes	Belongingness, acceptance
Denise	Attending university	Self-actualization, self-improvement
Mike	Living in own apartment	self-esteem, physiological

3.
 - a. Provide opportunities for students to recall and discuss ways that personal needs and wants have changed/will change over time.
 - b. Have students organize a section of a notebook as a Social Studies Journal for entries throughout the year. (See Communication, "Journal Writing".)
 - Begin the journal by having students respond to a statement such as, "What did I need/want in the past that I no longer need/want?"
 - c. Have students develop collages, etc., relating to Maslow's Hierarchy of needs and/or personal needs and wants. Post these in the classroom.
4.
 - a. Have students list things that are important to them and relate these to their lists of needs and wants.
e.g., friendship, honesty, clothes, money, family, love.
 - b. Provide opportunities for students to recall and chart three childhood and/or past experiences that made them feel great about themselves.

e.g.,

Experience	How I felt	Why I felt good about myself
learning to ride a bike	proud happy excited	I succeeded in a difficult task. I was in control.
helping a friend with a personal problem	trustworthy honest self-satisfied	I assisted someone. My friend appreciated my help.

- c. Initiate a discussion to lead students to develop a class definition of values. Relate the discussion and definition to the students' lists of "things that are important" (4(a) and "experiences that made them feel good" (4 (b)).

e.g., Values

- are important or useful to individuals and society
- are principles or standards that are considered desirable or worthwhile
- make individuals feel good about themselves and others.

- d. Have students list and prioritize personal values and compare their list with information from (a) and (b).
 - e. Provide opportunities for students to compare lists through discussion. (See Participation, Discussing.)
5.
 - a. Students may list recreational activities as being important and as contributors to personal happiness. Assist students to recognize the importance of managing personal time in order to attain needs and wants (i.e., recreational time).
 - b. Refer to Process/Inquiry, "Time Management" and have students complete the activities. Thoroughly examine and discuss the relationship between scheduling time, completing tasks and feelings of self-worth and self-satisfaction.
e.g., When I complete a task I feel good about myself. When I feel good about myself, I feel good about others.
6.
 - a. Attempting to satisfy needs and wants, interacting with others, etc., may cause stress. Provide opportunities for students to define stress and identify stressful situations.
e.g., Stress is emotional or physical tension caused by changes in our lives.
 - b. Have students brainstorm a definition of stress and write their ideas on the chalkboard.
 - c. Organize students into groups (see Participation, "Sociographs") and have them make lists of recent stressful experiences. (See "Safe Classroom Environments: Emotional/Physical", in the preamble to this document, pp. 7-8.)
 - d. Encourage students to recognize that they can control personal stress. Administer and evaluate the "Locus of Control: Student Form", (see Process/Inquiry) and discuss internal/external control.
 - e. Provide opportunities for students to select recent stressful experiences, to recall their behaviour and feelings, and to develop alternative strategies for handling the situation. (See "Safe Classroom Environments: Emotional/Physical", in the preamble to this document, pp. 7-8.)
 - f. Provide opportunities for students to apply creative-thinking, problem-solving and/or decision-making strategies to determine ways to reduce personal stress and stress in others. (See Process/Inquiry, "A Problem-Solving/Decision-Making Framework for I.O.P.", "de Bono's Tools for Teaching Thinking: CoRT", "Critical/Creative Thinking Strategies" and "Semantic Webs and Maps".)
e.g., Using de Bono's C and S tool or CAF strategy to examine various consequences and/or factors before making a decision may result in stress reduction because results have been anticipated.
- Stress reduction strategies may include:
 - facing problems
 - talking to someone about problems
 - separating a problem into smaller parts and solving each part
 - taking the time to think about the problem before reacting
 - developing good nutrition and health habits
 - exercising regularly
 - relaxing and thinking pleasant thoughts
 - avoiding "band-aid" solutions
 - using one's sense of humour
 - setting short- and long-term goals.

- h. Have students write in their journals about a recent stressful experience. (See Communication, "Journal Writing".)
- 7. Provide opportunities for students to discuss the relationship between independency and responsibilities. Assist students to recognize that increased independence often leads to increased responsibilities and self-determination.
 - a. Have students list their present responsibilities at home, at school and in the community.
 - Encourage students to compare their present responsibilities with responsibilities they had three years ago.
 - b. Have students predict personal responsibilities three, six and/or ten years from the present.
 - c. Provide opportunities for students to apply critical/creative-thinking, problem-solving and decision-making strategies. Have students suggest topics to discuss and/or role-play involving responsibility and independence. (See Process/Inquiry.)
 - Provide students with a scenario and select individuals to role-play the situation. When the students have completed the scenario, ask the audience to suggest alternative strategies. Have the initial group of students role-play some of the audience's suggested strategies and compare/contrast the consequences.
 - Refer to Process/Inquiry "de Bono's Tools for Teaching Thinking", and apply the Consequences and Sequels strategy to a variety of student suggested scenarios.
 - d. Provide opportunities for students to plan strategies for accepting increasing levels of responsibilities.
 - e. Have students write in their journals their feelings about increasing/decreasing responsibilities.
- 8.
 - a. Encourage students to bring to class news items that relate to individual development, responsibility, independence, group behaviour and conflict resolution.
 - b. Have students identify the main issue/problem, state the strategy used to resolve the issue/problem and identify alternative resolution strategies. (See Process/Inquiry.)
- 9.
 - a. Provide opportunities for students to define quality of life. Assist students to recognize that quality of life relates to personal needs, wants and values.
 - b. Have students brainstorm responses to the statement, "My quality of life would improve if ..."
 - Have students write their responses in their journals and/or place responses in their social studies folder. Refer to these during and after the following section.
- 10. Refer to "Evaluation" in the preamble to this document and assess student progress throughout this thematic unit, using a variety of sources and methods.

B. YOU AND YOUR SOCIAL COMMUNITY

Note: Provide opportunities throughout this thematic unit for students to chart and/or graph information about Canada. Post the visuals to enhance student ability to compare Canada with the U.S.A. and U.S.S.R. during the following thematic unit.

1. a. Provide opportunities for students to relate personal needs and wants to the community.
 - Have students list personal needs and wants.
 - Initiate a brainstorming activity where students list people they interact with over a period of time.
 - Provide opportunities for students to categorize the listed people according to social/community group.
 - Have students indicate the reason for the interaction and whether the interaction satisfied a need, want or both.

e.g.,

Person	Social/Community Group	Reason for the Interaction	Need	Want
Kathy	family member	to borrow a sweater		✓
Paul	peer, close friend	companionship	✓	✓
Store Clerk	business community	to buy food	✓	
Nurse	service community	to obtain information about volunteer work in health care services		✓
Coach	recreational community	soccer practise	✓	✓
Principal	school community	to plan high school program	✓	✓

- Provide opportunities for students to compare and discuss the charts with classmates.
- b. Have each student select and share a recent experience from their chart. Students will summarize the reason for the interaction, the location of the experience, the communication method used, outcome of the interaction and feelings experienced during and as a result of the experience.
 - Students would share verbally or in writing. (See Communication, "Writing Process", "Organizing Data".)
 - c. Have students compare the variety and frequency of interaction experiences.
 - d. Initiate a discussion about needs, wants and human interdependency.
 - e. Provide opportunities for students to write a journal entry about a recent experience with another person that satisfied a need or want and their feelings about the interaction.
2. a. Provide opportunities for students to list a variety of social groups within the community. (See *Living in North America*, pp. 214-215.)

e.g., peers, school personnel, business people, religious groups, recreation groups.

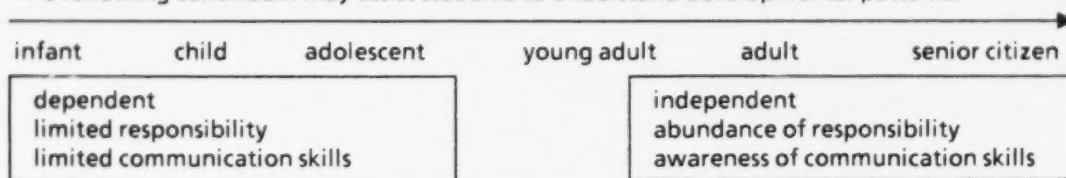
- b. Have students examine the formal/informal organization of the social groups.
- c. Initiate discussion about group/individual roles and encourage students to provide examples. (See *Living in North America*, pp. 216-221.)
 - Have students self- and/or peer-evaluate behaviour following a discussing activity. (See Communication, "Peer Feedback" and Participation, "Instruction In and About Small Group Discussions", "Non-Verbal Cues" and "Self-Evaluation in Group Discussions".)

e.g.,

Roles	Examples
Social groups have roles to play within society.	Schools (formal organization).
Social groups satisfy individual and societal needs.	The individual is acquiring an education to become a responsible member of society.
Individuals play specific roles within the social group.	The individual becomes a student and plays the role of a student.
The role of the individual may change within the group.	The individual may become the Students' Union room representative and plays the appropriate role when involved in Students' Union tasks.
The role of the individual may vary from group to group.	The individual may behave differently in the classroom, with the peer group, on the soccer field, at home and/or at a friend's house.

3. Discuss with students the influence of the peer group on developmental patterns.
Note: Conferencing with the Health and Personal Life Skills teacher may determine students' understanding of developmental patterns.

The following continuum may assist students to understand developmental patterns:



- During adolescence, individuals may focus on peer relationships. Have students list needs and wants furnished by their peer group.
 e.g.,

<u>Needs</u>	<u>Wants</u>
Belongingness	Companionship
Self-Esteem	Friendship
Love	Enjoyment
 - Provide opportunity for students to discuss whether their needs and wants relative to their peer group have changed over time, whether their needs and wants will change in the future; who satisfies present needs and wants, etc.
- a. Initiate a discussion about different developmental patterns by having students compare siblings, cousins, peers, etc. Assist students to develop an understanding for and acceptance of people at different developmental levels.
 - View a film or videotape that focuses on one's ability to increase personal maturity levels (e.g., *Peer Pressure: Learning to be Yourself*).

- Organize students into pairs and have them discuss an issue or concern, focusing on questioning techniques. (See Participation, "Forming Questioning Chains".)
- b. Have students develop strategies to assist siblings, peers, etc., to adjust, control and/or accept developmental patterns of selves and others. (See Process/Inquiry, "Critical/Creative Thinking Strategies".)
- 4. Personal needs, wants, expectations and values may conflict with the norms of the peer group.
 - a. Have students discuss strategies to communicate personal norms to the peer group when differences need to be expressed. (See Participation, "Dealing with Anger" and "I Feel Statements".)
 - b. Provide opportunities for students to practise various conflict resolution strategies. Ask students to furnish situations and/or scenarios and role-play or discuss in groups strategies, such as competition, collaboration, compromise, avoidance and accommodation. (See *Program of Studies/Curriculum Guide*, pp. 84-85.)
 - Have students identify the most appropriate strategy for each scenario.
 - c. Organize students into five groups. Assign each group a conflict resolution strategy (see *Program of Studies/Curriculum Guide*, pp. 84-85) and provide the groups with the same situation. Have each group attempt to resolve the situation using their resolution strategy. Students will verbally summarize their experiences for classmates or role-play the situation applying the assigned conflict resolution strategy.
- 5.
 - a. Ask students to respond to the question, "Do you behave the same in all situations?" and provide opportunities for students to explain and/or give examples.
 - b. Have students identify ways they may behave in a variety of situations. (See *Living in North America*, p. 146.)
- 6.
 - a. Many students consider friends and friendships valuable. Assist students to recognize that friends, like family, comprise a social group and that communication and participation strategies are needed when interacting with social groups.
 - b. Encourage students to share in writing recent stressful experiences involving a member or members of a social group. Situations are to remain anonymous. Type these situations, organize students into groups of three or four and distribute the situations. Have each group use critical/creative thinking, problem solving and/or decision making strategies to decrease the stress in the situation. (See Process/Inquiry.)
 - Have students share the situation, the process skills used by group members to resolve the issue, and the strategies selected to resolve the issue.
 - Encourage students to develop an awareness of individual and group use of process skills and inquiry strategies when resolving issues. (See Process/Inquiry, "Teaching a Thinking Skill".)
- 7. Have students compare personal with societal needs, wants, values and expectations. The following may assist. (See "Safe Classroom Environments: Emotional/Physical", in the preamble of this document, pp. 7-8.)
 - Summarize an experience in which your needs conflicted with the needs of your peer group.
 - e.g., Your group wanted you to go bike riding, but you wanted to study for an exam/practise shooting baskets/finish your homework.

- Discuss a time when your parents expected you to do something and you did not meet their expectations.
e.g., Your parents were late returning home from work and they expected you to have supper started.
 - Share a time when you were happy with your behaviour but your teacher expected alternative behaviour from you.
e.g., You studied for an exam and passed, but your teacher expected you to get 90%.
8. a. Immigration has influenced the population of Canada. Refer to *Living in North America*, pp. 190-195, 200-201 (alternative: *Across Canada: Resources and Regions*, pp. 100-110) and have students brainstorm countries of origin of Canadian immigrants and reasons for immigrating.
 - b. Provide opportunities for students to gather data about immigration in the community, province and country.
 - Have students chart and/or graph this information and make inferences about past and future trends.
 - c. Have students gather and show personal data about family members and immigration. Make a class chart or graph of the information. (See *Living in North America*, p. 207.)
 - d. Provide opportunities for students to survey peers and school staff members for discussing and graphing. (See *Living in North America*, pp. 193-195.)
 - Have students gather data relative to the contributions of immigrants.
e.g., food, clothing, technology.
 - e. Have students use a dictionary to define immigrant and refugee and summarize the definition in their notebooks.
9. Have students brainstorm the attributes of the community, province and/or country that would attract immigrants.
e.g., employment opportunities, agriculture, health care, educational facilities.
 - Provide opportunities for students to produce an advertising campaign for their community designed to attract immigrants. (See *Living in North America*, pp. 264-265.)
 10. a. Encourage students to recall a time when they moved into a new neighbourhood/school or when they met a person who had recently moved to their school. Have students recall their feelings or imagine the feelings of the new person and make a list of these feelings.
e.g.,

lonely	shy
sad	excited
frightened	anxious

Ask students to imagine the feelings they might experience if they were to leave their home, school and community to relocate in another town, city, etc.

- b. Have students predict obstacles that they may need to overcome in the new area and to develop strategies to decrease the obstacles. (See *Process/Inquiry*, "A Problem-Solving/Decision-Making Framework for I.O.P.", "Critical/Creative Thinking Strategies" and "Semantic Webs and Maps".)

- c. Provide opportunities for students to discuss tolerance and acceptance by having them list contributions immigrants have made to the community. (See *Living in North America*, p. 200.)
 - Have students develop strategies to increase tolerance and acceptance of immigrants and refugees in the community.

C. YOU AND YOUR SOCIAL/ECONOMIC COMMUNITY

1. Review world geography including hemispheres, continents, directions, latitudes, longitudes, etc. (See Resource 1: Map of World, and Theme, "You and Your Physical/Cultural Community", Grade 8.)
2. Assist students to recognize that human population is influenced by geography, climate, natural resources and industry.
 - a. Refer to *Living in North America*, pp. 38-44, and examine population distribution in Canada. (Alternatives: *Across Canada: Resources and Regions*, pp. 5-8, 113 and/or an atlas.)
 - b. Have students relate landforms to population distribution by comparing the elevation map, *Living in North America*, p. 34, with the population map, p. 39. Use the "Study Help" section on p. 38 to guide the investigation.
 - Refer to *Living in North America*, p. 96, and review the meaning of resource.
 - Relate population distribution to other natural resources.
 - c. Use the maps in *Living in North America*, pp. 34, 39, 43, and related text to, compare population distribution and landforms with mining in North America.
 - d. Refer to *Living in North America*, pp. 39, 66 and 67, and compare population distribution with climate. (Alternatives: *Across Canada: Resources and Regions*, Chapters 2 and 4 or an atlas.)
3.
 - a. Using atlases, have students compare world population distribution to world resources by stating and listing specific facts. (See *Living in North America*, p. 38, *Across Canada: Resources and Regions*, pp. 113-118.)
 - e.g., The Canadian population is greatest near the Great Lakes.
The Great Lakes provide transportation
Iron and copper deposits are near the Great Lakes.
 - b. Have students make inferences based on the facts listed.
 - c. Have students develop a generalization about their observations (see Process/Inquiry, "Generalizations in Social Studies") that relates population and resources.
 - i.e., The greater the number or value of resources in an area, the greater the population.
 - d. Provide opportunities for students to discuss reasons for the relationship between population and resources.
 - i.e., resources → industries → employment → population opportunities

4. a. Provide opportunities for students to examine population changes that have occurred within the community and/or province over the past five or ten years. (Contact: Alberta Government, Bureau of Statistics, and/or town, city, municipal district offices.)

e.g.,

Alberta Population as of June Each Year (in thousands)¹

1978	1981.4	*1984	2338.5
1979	2054.6	1985	2348.5
1980	2141.7	1986	2375.1
1981	2237.3	1987	2377.9
1982	2314.5	1988	2395.0
1983	2338.7		

*Census taken on Indian reservations was incomplete in 1984.

¹Alberta Bureau of Statistics

Alberta Rural/Urban Population (in percent)²

	<u>*Urban</u>	<u>Rural</u>
1976	75.8%	24.2%
1981	77.2%	22.8%
1986	79.4%	20.6%

*An urban area is defined as a population of 1000 or more and a density of 400/km² or more.

²Statistics Canada, 1976, 1981, 1986, Censuses of Canada.

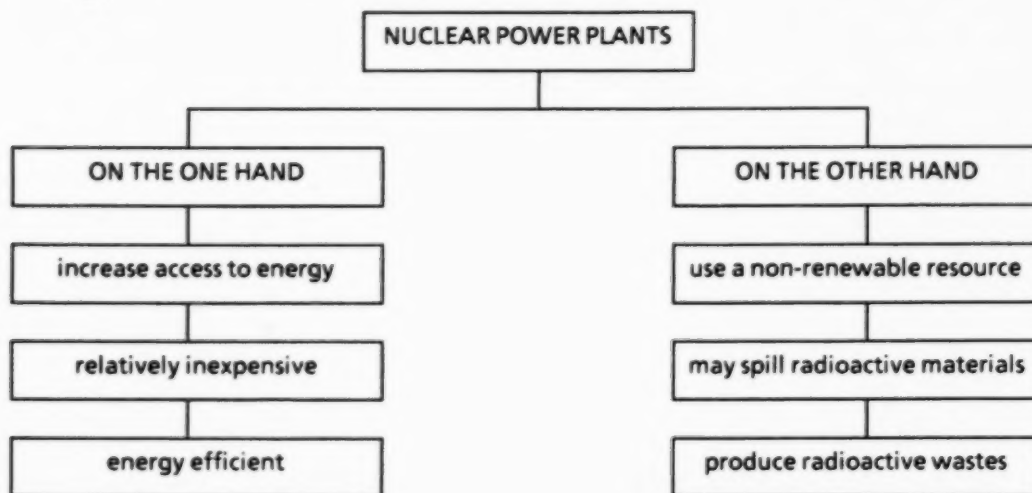
- Have students speculate reasons for population changes in the community, province and country.
 - e.g., Canada has accepted many immigrants from Southeast Asia over the past decade. Alberta rural population has decreased because of decreased government agricultural subsidies, increased land prices, ...
 - The population of a rural/urban community may increase if a pulp and paper mill is developed in the area.
- b. Provide opportunities for students to complete an in-depth study of the relationship between resources and population distribution. (See *Living in North America*, pp. 292-295, 296-299.)
 - e.g., The community in which students live.

5. a. Have students identify and relate businesses and/or industries in the community to renewable and non-renewable resources.
e.g.,

Business/Industry	Resource	Renewable	Non-renewable
McCabe's Lumber	trees	✓	
Kelvin's Gas Bar	oil, gasoline		✓
McNair and Son Sheet Metal Co.	iron, carbon, aluminum, tin, lead		✓
Leather by Marvin	animals	✓	

- b. Provide opportunities for students to discuss the relationship between renewable/non-renewable resources and population distribution.
e.g., Populations tend to remain relatively stable in areas where industry depends upon renewable resources, such as fish, forestry, agriculture, etc.
Populations may fluctuate in areas where industry relies on non-renewable resources, such as minerals and fossil fuels.
- c. Have students identify community agencies that are applying strategies to recycle and/or make maximum use of resources.
e.g., Bottle depots - glass (silicon)
Auto salvage shops - vehicle parts (metals, rubber, petroleum products)
Second-hand clothing and furniture stores - fabrics, wood, cotton, petroleum products.
- d. Have students use creative thinking skills to examine innovative strategies to recycle renewable and non-renewable resources. (See Process/Inquiry, "Critical/Creative Thinking Strategies".)
e.g., Extracting and recycling silver and plastic from film, rather than destroying the film through incineration.
- e. Have students develop advertising campaigns designed to increase public awareness of recycling and to encourage people to recycle.
● Include a television advertisement and videotape these to present to other classes.
6. a. Provide opportunities for students to examine a variety of environmental concerns in their town/city/municipal district, province, region and country.
● Have students contribute news articles/items to initiate discussion about local, regional and national environmental concerns. (See Participation, "Current Affairs".)
- b. Provide opportunities for students to use critical/creative thinking and problem-solving strategies to develop alternative methods of solving environmental issues. (See *Living in North America*, pp. 238-239, 334-335.)
- c. Have students relate technology to recycling materials.
e.g., Technological advances are used to clean and/or crush glass for reuse, to strip and recycle paper products and to melt and reuse metals from cans, vehicles, etc.

7.
 - a. View a film, videotape, filmstrip and/or a set of pictures that illustrate technological innovations and/or changes. Provide opportunities for students to identify and discuss advances in technology. (See *Living in North America*, pp. 258-263, 282-285, 300-303, 389-390.)
 - b. Refer to the figures on the following pages in *Living in North America* and discuss the influences of technology:
 - pp. 311 and 36 - Agriculture
 - pp. 222 and 123 - Transportation
 - pp. 183 and 29 - Construction
 - c. Have students list the things they do to prepare for and travel to school, such as using a hair dryer, brushing one's teeth, eating cereal, riding in a car or bus.
 - Have students imagine life without the conveniences (technological advances) and to write a paragraph about technological advances. (See Communication, "Organizing Data", "Writing Process".)
 - Provide opportunities for students to self- and peer-evaluate written work. (See Communication, "Peer Feedback", "COPS: Self-Correcting Strategy" and "A Checklist for Assessing Writing".)
 - d. Refer to Process/Inquiry, "Semantic Webs and Maps and have students use a Comparative and Contrastive Web to investigate the impact of technology on the environment.
e.g.,



- Additional topics on technology could include garbage disposal in the community, computers in the workplace, pesticides in foods and hazardous wastes dump sites.
- e. Provide opportunities for students to write opinion paragraphs/reports based on their response to the question: "Is technology advantageous?" (See Communication, "Organizing Data" and "An Opinion Report".)
8.
 - a. Refer to the definition of quality of life developed previously and relate technology to quality of life.
 - b. Have students develop a generalization about technology and quality of life.
e.g., Technology enhances the quality of life and at the same time may endanger the quality of life.

9. a. Have students fold a page in their notebooks to make two columns and label the left-hand column "Wants". Encourage students to brainstorm and list under "Wants" all the things they would like to have in the next three months and, beside each, to list an approximate cost.

- Have students list their income for the three months in the right-hand column and label this column "Income".

e.g.,

Wants (3 months)

running shoes	\$40.00
jeans (2)	80.00
shirts (4)	60.00
holidays	100.00
entertainment	50.00
stereo	300.00
badminton racquet	60.00
	<u>\$690.00</u>

Income (3 months)

allowance	\$30.00
part-time job	<u>120.00</u>
	\$150.00

- Have students make a circle graph of their wants. (Refer to *Living in America*, p. 288.)
 - Have students shade the "wants" that reflect their economic decisions.
- b. Initiate a discussion in which students examine the problem of imbalances between personal wants and income. Assist students to recognize that scarcity of income (or resources) and/or wanting too much leads to imbalances between wants and resources.
 - Refer to *Living in North America*, p. 257 to initiate discussion about consumerism.
 - c. Have students use critical/creative thinking strategies to solve the problem of imbalances and scarcity. (See Process/Inquiry, "Critical/Creative Thinking Strategies" and "A Problem Solving/Decision-Making Framework for I.O.P.")

e.g., Students may delete items from their "wants" list and/or increase the hours at their part-time jobs.
 - d. Assist students to recognize that the decisions they make to balance wants and income are called economic policies.
10. a. Encourage students to recognize that countries must also solve the problem of imbalances between wants and income and that the economic policies and economic systems of a country attempt to solve the problem.
 - b. Brainstorm an extensive list of societal needs and wants, such as police protection, health care, consumer goods, transportation services, postal services, education, communication, resource development. Tell students that they are leaders of a country that does not have sufficient income to provide all the desired items on their list. They must remove three (or 4, or 5) items. Their task is to decide which items to delete. They must be prepared to explain their decisions to the people of the country.
 - Initiate discussions about the decision-making process, group participation and results of the decision.
11. Inform students that Canada has a Mixed Economic System and that they will compare the Canadian, American and Russian economic systems in the forthcoming thematic unit. (See *The Soviet Union*, pp. 150-155.)

Mixed Economy: land, capital and labour are controlled by public and private sectors.



- b. Provide opportunities for students to brainstorm community businesses, etc.
- Have students determine whether the items on the list are controlled by the public or private sectors.
- e.g., **MIXED ECONOMY**

	Public (government)	Private
Communication	Postal Service Advanced Global Telecommunications	Xerox IBM Courier Services
Transportation	Air Canada Canadian National Railway	Trucking, bussing lines Private automobiles
Education	Public/Separate schools Universities	Private schools Religious colleges

- c. Organize students into two groups. Assign one group a business, organization, etc., owned and operated by the public sector; and the other group an equivalent organization owned and operated by the private sector. Have each group research, summarize and present the information to the other students. Assist students to take notes for discussion activities to follow. (See Communication, "Organizing Data" and Participation, "Cooperative Learning".) When both groups have presented, compare the information on charts, graphs, posters, etc.
 - d. Have students suggest advantages and disadvantages of a mixed economy using a Comparative and Contrastive Map, PMI or other strategy. (See Process/Inquiry.)
12. Provide opportunities for students to collect pictures and make collages portraying Canada's mixed economic system to post in the classroom.
13. Refer to "Evaluation" in the preamble of this document, pp. 9-10, and assess student performance throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Have students select pen pals from another province in Canada. Provide opportunities for students to write letters throughout this thematic unit.
- Have students write the public relations department of various government and privately owned organizations in Canada to obtain information related to working conditions, the focus of the organization, etc.
- Review discussing, reporting and listening skills in preparation for activities within this unit.
- Review characters in the literature who become involved in conflict situations and examine strategies applied to resolve conflicts.
 - i.e., individual vs self
 - individual vs individual
 - individual vs nature.
- Locate biographies and autobiographies about people who have contributed to Canadian society and economy.

MATHEMATICS

- Provide opportunities for students to review graphing skills and making scale drawings.

PRACTICAL ARTS

- Have students identify community employment opportunities related to renewable and non-renewable resources. Provide opportunities for students to categorize the employment areas according to the I.O.P. clusters: Business Education, Personal and Public Services and Technical/Occupational.
- Have students identify specific jobs related to the I.O.P. employment clusters and locate those areas of employment within the community.
- Provide opportunities for students to identify technological innovations in the I.O.P. employment clusters.

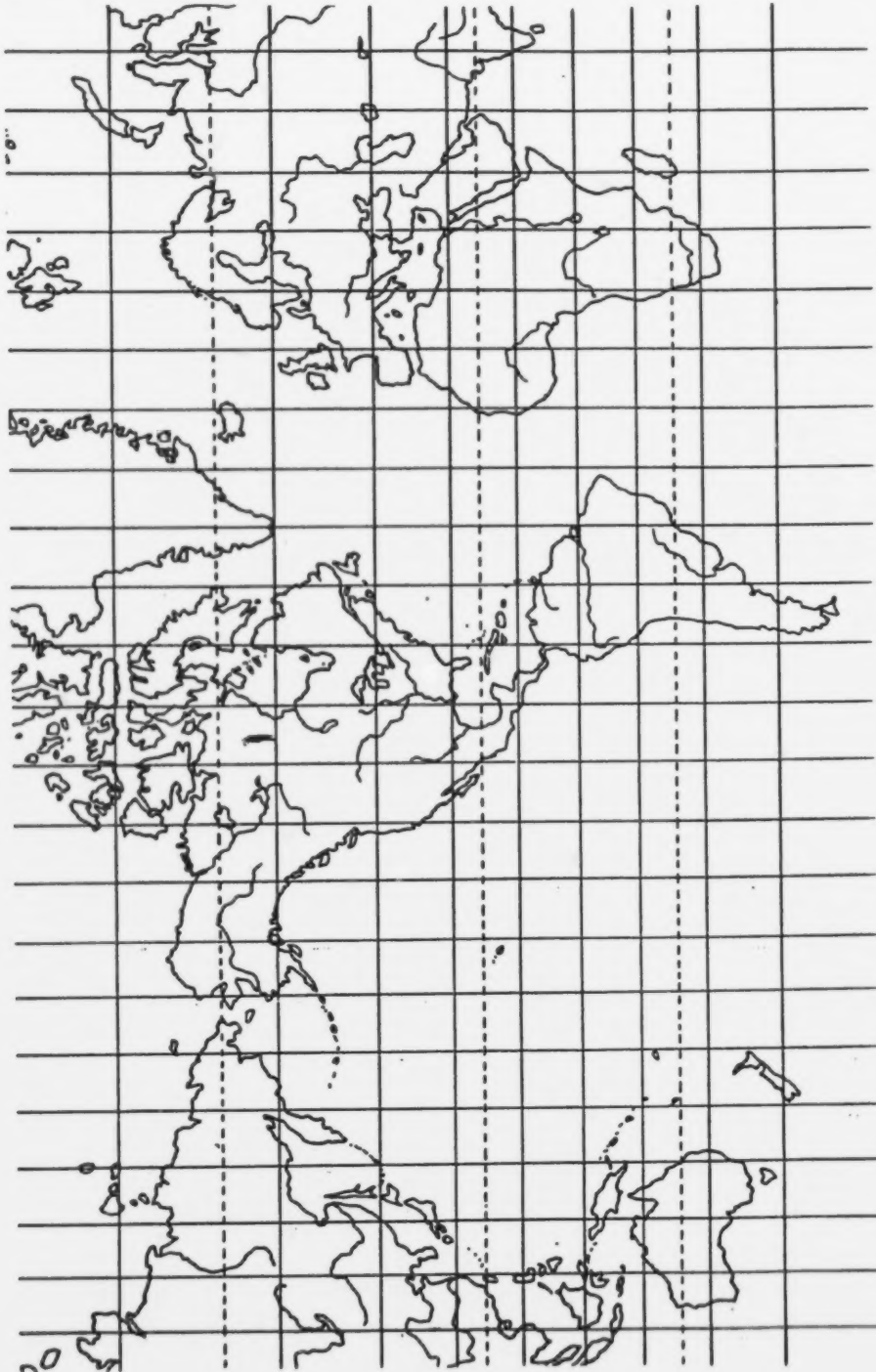
SCIENCE

- Conduct a land use survey in the community to identify industrial, commercial, residential, agricultural, recreational, and other areas.
- Relate technology to environmental concerns in the science program.

COMMUNITY PARTNERSHIPS

- Organize a field trip throughout the community to identify business and industry related to renewable and/or non-renewable resources.
- Survey community members, businesses and industries to identify strategies applied to recycle and/or maximize the use of resources.
- Identify community businesses/industries that are based on recycled goods:
 - e.g., vehicle salvage companies
 - bottle depots.
- Survey community members to determine country of origin, contributions, etc. Chart and/or graph the information.

RESOURCE 1: MAP OF THE WORLD

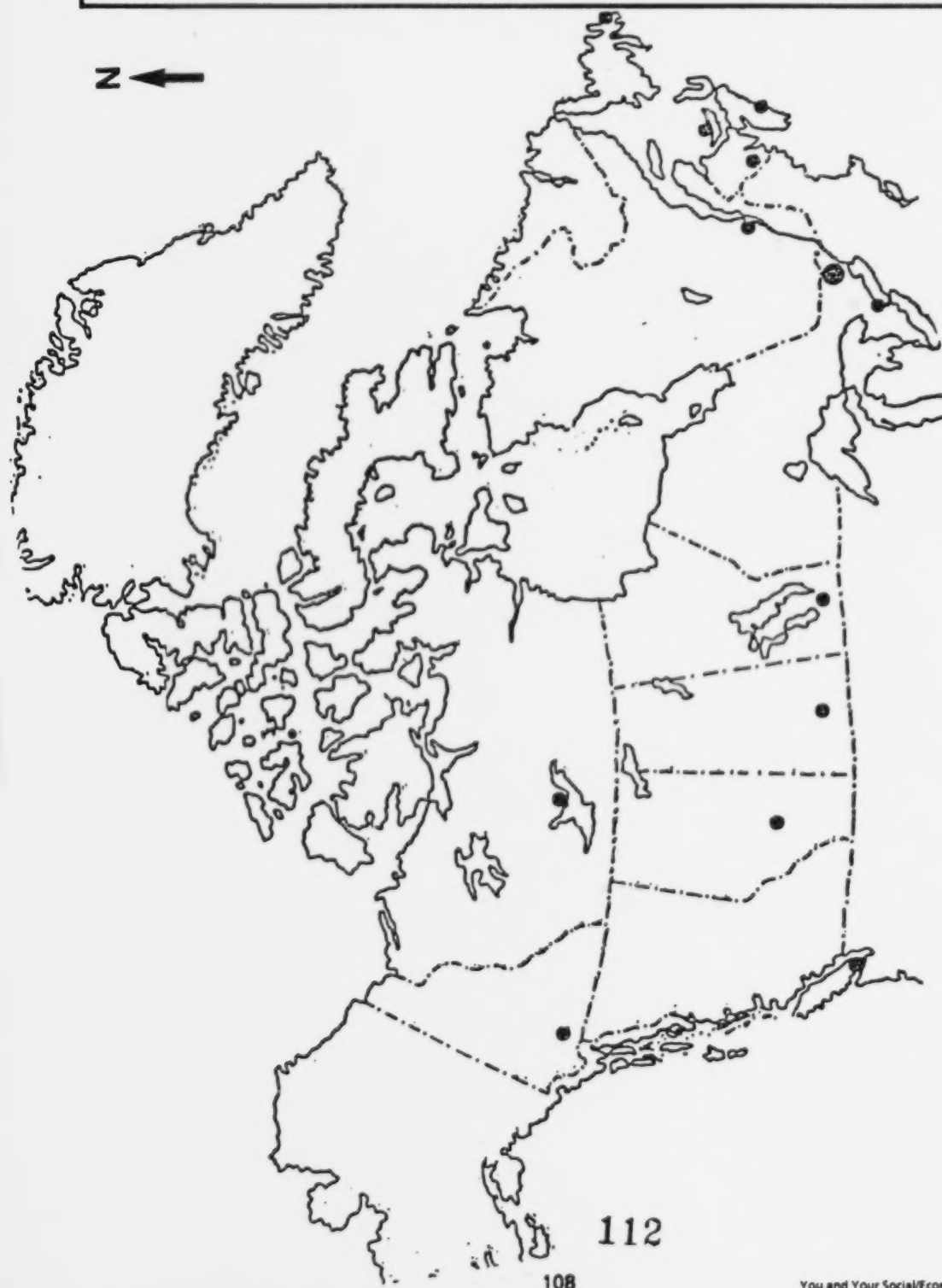


RESOURCE 2: MAP OF NORTH AMERICA



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RESOURCE 3: MAP OF CANADA



COMPARATIVE STUDY: CANADA, U.S.A. AND U.S.S.R.

OVERVIEW

The previous thematic unit, "You and Your Social/Economic Community", provided opportunities for students to gain knowledge and further their understanding of personal/interpersonal development and the social/economic community of Canada. This unit will enable students to apply information about Canada to the United States and the Soviet Union. Students will compare the social/economic communities of U.S.A. and U.S.S.R. with their knowledge of Canada.

Geographical location, physical features, climate, natural resources, immigration, environmental issues and quality of life will be related to social and economic development in the U.S.A. and U.S.S.R.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify factors that influence social and economic development in the U.S.A. and U.S.S.R.
- relate social and economic development in Canada to social and economic development in the U.S.A. and U.S.S.R.
- recognize the influence of Canadian and world social and economic development on individual development
- recognize market, mixed and centrally planned economic systems
- identify environmental concerns of the U.S.A. and U.S.S.R. and determine their influence on the global village
- relate current world issues to social and economic growth in Canada, U.S.A. and U.S.S.R.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted in this theme are outlined below.

KNOWLEDGE

- The social and economic communities interrelate and are influenced by geographical location, physical features, climate and natural resources.
- Immigrants and/or cultural groups have contributed to the community and the community has contributed to immigrants and cultural groups.
- Critical/creative thinking, process skills and inquiry strategies may be used to examine social and economic issues.
- Government structure and policy will influence social and economic development.
- Canada, the U.S.A. and U.S.S.R. interrelate with each other and with other countries.
- The social and economic community may be influenced by current world events.

SKILLS

- Relates geographical location, physical features, climate and natural resources to industry and population.
- Compares/contrasts community population trends.
- Distinguishes renewable/non-renewable resources within the community.
- Identifies reasons for population changes, such as environmental issues, employment, opportunities, etc.
- Constructs maps demonstrating the use of longitudes/latitudes, symbols, directions, distances, legends, scales and physical features.
- Recognizes the effect of environmental issues on the individual and the community.
- Gathers data and uses a decision-making process to develop a personal opinion regarding several environmental issues.
- Develops strategies to increase community awareness of and response to environmental and other concerns.
- Identifies the economic community.
- Names major businesses and industries within the community.
- Classifies businesses and industries as primary, secondary or tertiary.
- Relates population, resources, industry and the economic base of a community to employment.
- Relates the major areas of an urban/rural community to industries, services and population patterns.
- Recognizes the influence of various factors on the quality of life.
- Distinguishes between market, centrally planned and mixed economic patterns
- Relates economic patterns to quality of life.
- Relates current affairs to the study of the social and economic community.
- Locates and places towns, cities and countries in the news on maps, using latitudes and longitudes.
- Identifies the hemispheres and the continents.

ATTITUDES

- Recognizes the importance of learning about the interdependency of the social, economic and physical community in a variety of countries.
- Develops a desire to apply critical/creative thinking and inquiry strategies to social and economic issues.
- Recognizes the importance of understanding current world issues as they relate to the social and economic community.

LEARNING RESOURCES

- *Living in North America.*

Chapter 4, People and the Environment
Chapter 8, Government in the Community
Chapter 9, Producing and Consuming
Chapter 10, Making a Living
Chapter 13, Working Together

- *Across Canada: Resources and Regions.*

Chapter 8, Our Natural Resources and How We Use Them
Chapter 9, Canada's Industries
Chapter 10, Canada and Its Regions

- *The Soviet Union.*

Chapter 1, A Land and A People
Chapter 5, A Centrally Planned Economy
Chapter 6, Resources
Chapter 7, The U.S.S.R., A Great Industrial Nation
Chapter 8, State Influence on Lifestyle
Chapter 10, The Soviet People

- *The United States: An Economic Perspective.*
- *Program of Studies/Curriculum Guide: The Social and Economic Community.*
- *Journey Across Russia: The Soviet Union Today (Kit), National Geographic Society.*

ADDITIONAL SUPPORT MATERIALS

PERIODICALS

The following journal articles may prove useful as teacher resources.

Anderson, Harry, et al. "A Message to Moscow". Newsweek, April 10, 1989.

Berman, Phyllis. "The Five-percenters, Moscow's Pet Capitalists". Forbes, February 6, 1989, 93-97.

Brimelow, Peter, "Empire of the Will". Forbes, January 9, 1989, 53-56.

Doerner, William R. "U.S.S.R.". Time, June 5, 1989, 32-33.

Egan, Kieran. "Understanding the U.S.S.R.". The Education Digest, March 1989, 40-41.

Kirkland, Richard I., Jr. "Why Russia is Still in the Red". Fortune, January 30, 1989, 173-175.

Pochivalou, Leonid. "Mother Russia and Her Exiles". World Press Review, March 1989, 30-32.

Wilson-Smith, Anthony. "Springtime in Moscow". Macleans, May 30, 1988, 22-25.

SUGGESTED ACTIVITIES

1. a. Provide opportunities for students, individually or in groups, to list what they know about the U.S.S.R.
 - Clarify the meaning of U.S.S.R., i.e., Union of Soviet Socialists Republic.
- b. Have students list six questions about the Soviet Union that they would like to have answered. Collect, write these on a poster, and refer to these questions throughout the study of this thematic unit.
- c. Repeat activities (a) and (b) with the United States.
2. a. View a videotape, film, or filmstrip that focuses on the U.S.A. and/or U.S.S.R. and initiate a discussion about observations.
 - As an alternative activity, use a series of pictures to introduce the countries.
 - Have students record in their journals two facts each about the U.S.A. and U.S.S.R.
- b. Inform students that this thematic unit will enable them to compare the knowledge gained about Canada from the previous theme with new knowledge about the U.S.A. and U.S.S.R.
- c. Review the definition of geography, i.e., the study of the land, the climate and the people of an area.
3. a. Arrange a visit to the library to locate resources containing information about the U.S.A. and U.S.S.R.
- b. Have students contribute materials to a classroom U.S.A./U.S.S.R. resource centre.
- c. Encourage students to bring to class newspaper articles relating to the social and economic communities of Canada, U.S.A. and U.S.S.R. Place these on the bulletin board.
 - Provide opportunities for students to summarize and discuss current events issues related to this theme. (See Participation, "Current Affairs".)
4. Provide opportunities for students to locate and place on maps hemispheres, continents, Canada, United States, Soviet Union, surrounding countries, waterbodies, main cities, etc. (See Resources 1, 2, 3 and 4.)
 - Review types of map projections. (See Participation, "Mapping Activities".)
5. Have students compare relative and absolute geographical locations, physical features, size, climates and time zones of Canada, U.S.A. and U.S.S.R.
 - Provide opportunities for students to chart, graph and/or map information.

6. a. Refer to the following resources or use atlases and have students identify and locate on maps the major natural resources, vegetation and industries in Canada, U.S.A. and U.S.S.R.:
Living in North America, pp. 43, 280-295.
Across Canada: Resources and Regions, pp. 238-302.
The Soviet Union, pp. 30-31 and 169-188.
Journey Across Russia: The Soviet Union Today (Kit).
 • Have students place natural resources and industries on maps using legends.
- b. Have students identify on a chart whether the resources are renewable or non-renewable.
 • Conduct a fluency (brainstorming) activity in which students would predict the futures of towns, cities and/or regions that rely heavily on renewable and/or non-renewable resources as an economic base.
7. Compare the total population and population distribution of Canada, U.S.A. and U.S.S.R. (See *Living in North America*, p. 39, *Across Canada: Resources and Regions*, pp. 113-118, *The Soviet Union*, pp. 22-23 and/or an atlas.)
 • Have students develop charts, graphs and/or maps with legends that indicate population distributions. (See *Across Canada: Resources and Regions*, pp. 277-301, *The Soviet Union*, pp. 176-187, *Living in North America*, pp. 279-309.)
8. Provide opportunities for students to discuss similarities and differences between population distribution and the locations of natural resources and industries in Canada, U.S.A. and U.S.S.R. Refer to the following during the discussion:
 - What are the similarities and differences in the types and location of natural resources and population distribution among Canada, U.S.A. and U.S.S.R.?
 - Why are populations often greater near areas containing natural resources?
 - Why are industries often located near areas containing natural resources?
 - What other factors influence population distribution? industry location? (e.g., physical features, climate, transportation)
 - Have students make a summary generalization about natural resources, industries and population distribution. (See *Process/Inquiry*, "Generalizations in Social Studies".)
9. Organize students into three groups and assign each group a country (Canada, U.S.A. or U.S.S.R.). Provide opportunities for students to prepare a travel promotion for their assigned country. Have students focus on geographical location, physical features, population distribution and climate. Students may include brochures, posters, television/radio advertisements, etc., in their promotions. (See *The Soviet Union*, p. 30.)
 • Have students self- and peer-evaluate the group performance. (See *Participation*, "Self-Evaluation in Group Discussions", and *Communication*, "Peer Feedback".)
10. Provide students with a suitable amount of background information about the Industrial Revolution to facilitate an understanding of present economic policies. (See *Living in North America*, pp. 280-285, *Across Canada: Resources and Regions*, pp. 149-151.)
11. a. Review a mixed economy which is the economic system used by Canada. (See *Theme*, "You and Your Social/Economic Community".)

- b. Develop a chart with students that illustrates mixed, market and centrally planned economic systems. (See "The Soviet Union", pp. 154-155, 160-167.)

e.g.,

Mixed Economy (e.g., Canada)	Market Economy (e.g., U.S.A.)	Centrally Planned Economy (e.g., U.S.S.R.)
land, labour and capital are controlled by a combination of government and private enterprise	land, labour and capital are largely controlled by private enterprise	land, labour and capital are controlled by government.

- c. Have students play a game that will enhance their understanding of market and/or centrally planned economic systems:

e.g., Monopoly.

- Adjust the rules of the game to parallel a centrally planned economic system. Have students play the game and compare.

- d. Provide opportunities for students to plan activities using the philosophies of the three types of economic systems.

e.g., Have students plan a hot dog sale. The teacher could play the role of the government. Many decisions would need to be made, including:

- when to have the hot dog sale?
- where to locate the tables?
- where to obtain supplies?
- how many hot dogs, buns, etc.?
- whether additional items would be sold?
- what to charge?
- who will complete the tasks of scheduling, purchasing, selling, etc.
- what to do with the profits?
- should we advertise and what methods will we use?

Note: *Centrally Planned Economic System – the teacher makes all the decisions.*

Market Economy System – students make the majority of the decisions.

Mixed Economic System – the teacher and students make the decisions together.

- Complete the activity by having the sale.

- e. List the names of Americans and/or Canadians who are leading business people. Have students organize into pairs and write brief biographical sketches of a selected individual. (See Communication, "A Biographical Report", "I-Search Report" and "Computers and the Writing Process".)

e.g., Andrew Carnegie
Henry Ford
J.P. Morgan
John D. Rockefeller
Charles Allard

Max Ward
Mel Hurtig
Colleen Kennedy
Jean Paré
John Bassett

Contact the Better Business Bureau, *Henderson's Business Directory*, the Alberta Government Women's Secretariat, YMCA and YWCA for additional names.

- f. Provide opportunities for students to report the information in the form of an oral presentation, role play, interview, television talk program, etc.

- Have students brainstorm the qualities of these people and determine similarities.
- Refer to Communication. "Listening Response Sheet" and "Peer Feedback" to evaluate listening and speaking skills.

12. a. Have students investigate and compare major primary, secondary and tertiary industries in Canada, U.S.A. and U.S.S.R. (See *The Soviet Union*, p. 176-187, *Across Canada: Resources and Regions*, pp. 275-301 and *Living in North America*, pp. 114-115, 279-309.)
- b. Have students locate statistics about primary industries in Canada, U.S.A. and U.S.S.R. and graph the information.
- e.g.,

The percentage of labour force in agriculture (1980)

U.S.S.R.	23
Canada	5
U.S.A.	4

From *The Soviet Union*, p. 176.

- c. Refer to appropriate sections in the student resources and provide opportunities for students to select individually or in small groups a primary resource for an in depth study. Have students develop a written and/or oral report. Evaluate the reports and have students self- and peer-evaluate. (See Communication, "Peer Feedback" and "I-Search Report".) Visuals including graphs, charts and maps may be included. Primary industries, such as the following may be appropriate for student selection:
- forestry
 - agriculture
 - fishing
 - mining.
- Topics to be addressed are:
- locations of primary resource
 - resulting secondary and tertiary resources
 - employment opportunities
 - population distribution relative to primary, secondary and tertiary resources
 - economic value to the country, region and individuals.
- Have students use the index of the student and other resources and library materials to locate related information.
13. Provide opportunities for students to extend the study of industries and employment opportunities to include trade unions. The purpose of investigating trade unions is to enhance student awareness of:
- the function (purpose) of trade unions
 - employment opportunities that have trade unions.
- Note: This study of trade unions is elective and is intended to be introductory.*
14. Have students investigate the interdependency of international economies. (See *Living in North America*, pp. 56-57, 374-394, and *Across Canada: Resources and Regions*, pp. 8-16, 277-300.)
15. Provide opportunities for students to investigate and compare the main social institutions in Canada, U.S.A. and U.S.S.R. such as recreation, religion, education, health care, family, etc. (See *Living in North America*, pp. 214-219, 223-225, 240, *The Soviet Union*, pp. 241-292.)
16. a. Have students gather recent data relative to immigration in Canada, U.S.A. and U.S.S.R., such as countries of origin, numbers of immigrants over a recent period of time, etc.
- Provide opportunities for students to graph and compare immigration data.

- b. Refer to the student resources and additional available materials and discuss reasons why people immigrate to Canada, U.S.A. and U.S.S.R., immigration policies relative to each country, the contributions of immigrants, etc. (See Theme: "You and Your Social/Economic Community", *Living in North America*, pp. 190-195, and *Across Canada: Resources and Regions*, pp. 100-110.)
17. a. Examine environmental concerns and/or issues in Canada, U.S.A. and U.S.S.R. and have students relate these to the world.
 e.g., nuclear spill – Chernobyl, U.S.S.R.
 oil spill – western coast of North America
 acid rain – Canada and U.S.A.
 water pollution – Great Lakes, U.S.A. and Canada.
- Encourage students to bring to class recent items and/or articles from newspapers, magazines and newscasts that relate to environmental concerns in Canada, U.S.A., U.S.S.R. and throughout the world. (See the ATA Magazine, May/June, 1989.)
- b. Initiate a discussion about quality of life by asking students to review and add to the definition developed in the previous thematic unit.
- c. Relate environmental issues and concerns to their personal definition of quality of life.
- Discuss how quality of life and environmental issues may influence total population of a country and population distribution.
- d. Have students relate economic systems to their personal definition of quality of life by asking the question: Which one of the three economic systems would provide the most acceptable quality of life for you?
- Encourage students to use critical/creative-thinking, decision-making and problem-solving strategies when responding to the question.
 - Have students use the PMI thinking strategy (see Process/Inquiry, "de Bono's Tools for Teaching Thinking: CoRT") to list the advantages and disadvantages of market, mixed and centrally planned economic systems.
 e.g., Market

PLUS	MINUS	INTERESTING

- e. Have students write opinion paragraphs/reports focusing on the question asked in (d). (See Communication, "Writing Process" and "An Opinion Report".)
18. Provide opportunities for students to develop strategies to increase world awareness of and response to environmental, social and/or economic concerns. (See Process/Inquiry, "Problem-Solving/Decision-Making Framework for IOP", "de Bono's Tools for Teaching Thinking: CoRT", "Critical/Creative Thinking Strategies" and "Semantic Webs and Maps".)
19. Have students examine the interdependence of countries and relate interdependency to environmental, social and/or economic concerns and quality of life. (See *Living in North America*, pp. 56-57, 374-379, 389-394, *Across Canada: Resources and Regions*, pp. 1-16, 201-204, and *The Soviet Union*, pp. 200-212.)

20. Provide opportunities for students individually or in groups, to develop collages, posters, etc., about one or a combination of concepts addressed in this thematic unit.
e.g., Students could make posters illustrating the primary industries in Canada, U.S.A. and U.S.S.R.; a collage depicting environmental, social and/or economic concerns in the three countries; or a picture series comparing the physical features and climate of Canada, U.S.A. and U.S.S.R.
21. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student progress throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Distribute copies of the Russian alphabet to students. Discuss the similarities and differences between the English and Russian alphabets. Have students write their names, the names of friends and/or favourite/interesting phrases in Russian to post on the bulletin board.
- Have students select pen pals from U.S.A. and/or U.S.S.R. Review the format and writing style of friendly letters. In Russian, write an introductory paragraph of the letter together.
- Have students use communication skills to enhance effectively community awareness of environmental, social and/or economic concerns and other concepts addressed in this thematic unit.
- Write letters to the American and Russian Embassies (or equivalents) in Canada for pamphlets, brochures, etc.

MATHEMATICS

- Review calculations related to drawing maps to scale and determining distances on maps.
- Review and relate grid systems to lines of latitude and longitude on maps.
- Locate, distribute and compare Canadian, American and Russian currency.
- Examine the value of the Canadian dollar in U.S.A. and U.S.S.R.

PRACTICAL ARTS

- Identify specific jobs related to primary, secondary and tertiary industries and cluster these into the three IOP practical arts areas; i.e., Business Education, Public and Personal Services and Technical/Occupational.
- Have students identify and write letters to the public relations department of major American-owned corporations requesting information about company history, structure, main pursuits, numbers of employees, subsidiaries, etc. When students receive information and/or materials, schedule a time for them to present summarized information. Companies to be considered may include:

Bell	Gulf Oil	Standard Oil
Chrysler	IBM	Texaco
Ford	RCA	Woolworths
General Motors	Sears	Xerox
- Have students identify the role of the entrepreneur in the three economic systems studied in this thematic unit.
- Provide opportunities for students to identify and discuss the qualities of successful entrepreneurs. (See activity 11(e).)

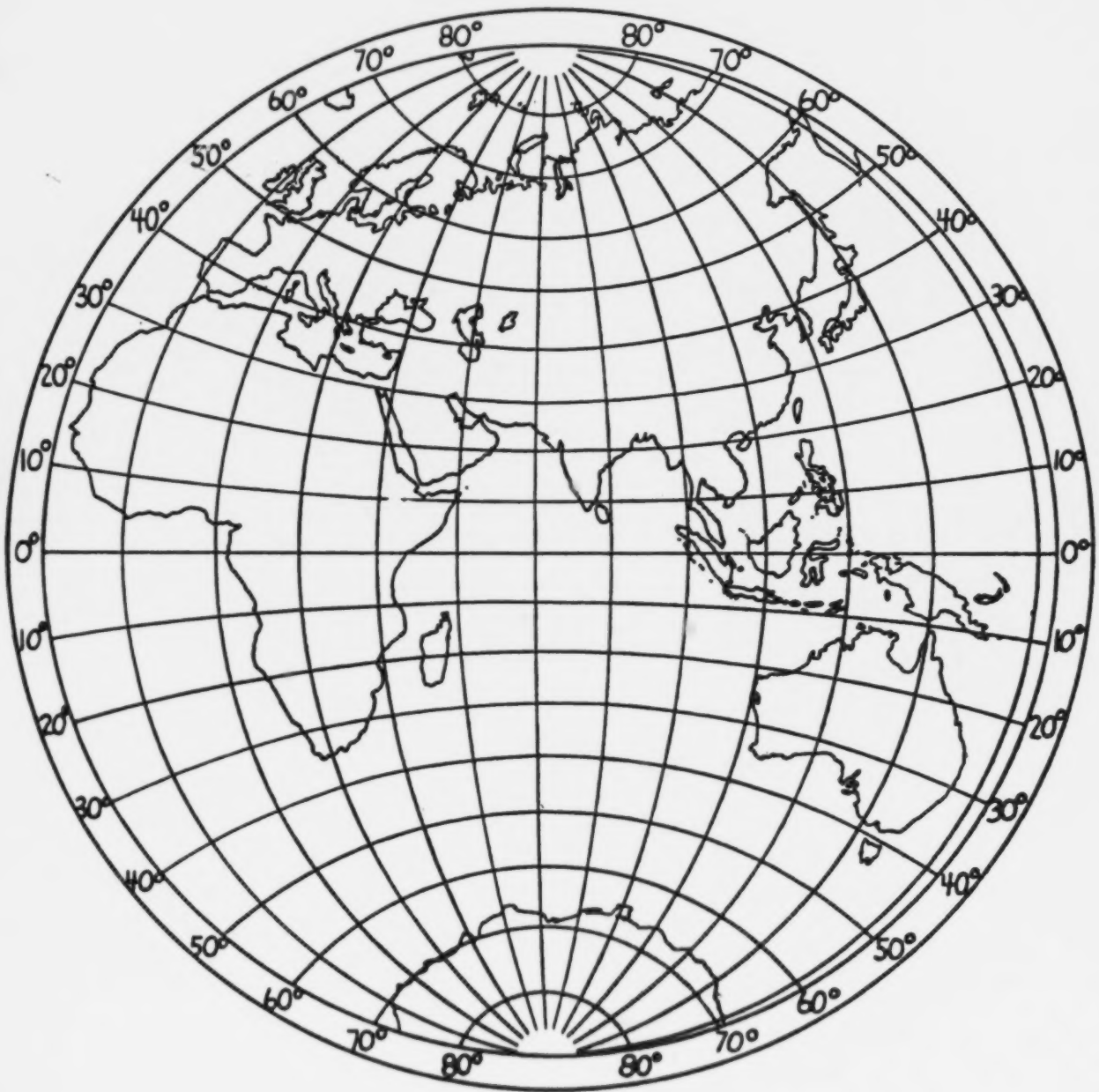
SCIENCE

- Review and examine further the role of technology on the acquisition of an acceptable quality of life.
- Identify people in the scientific community who immigrated to Canada from another country, specifically U.S.A. and U.S.S.R.
- Identify inventors and examine their contributions and characteristics.
e.g., T. Edison, Wright Brothers, H. Ford, Remington, Singer.

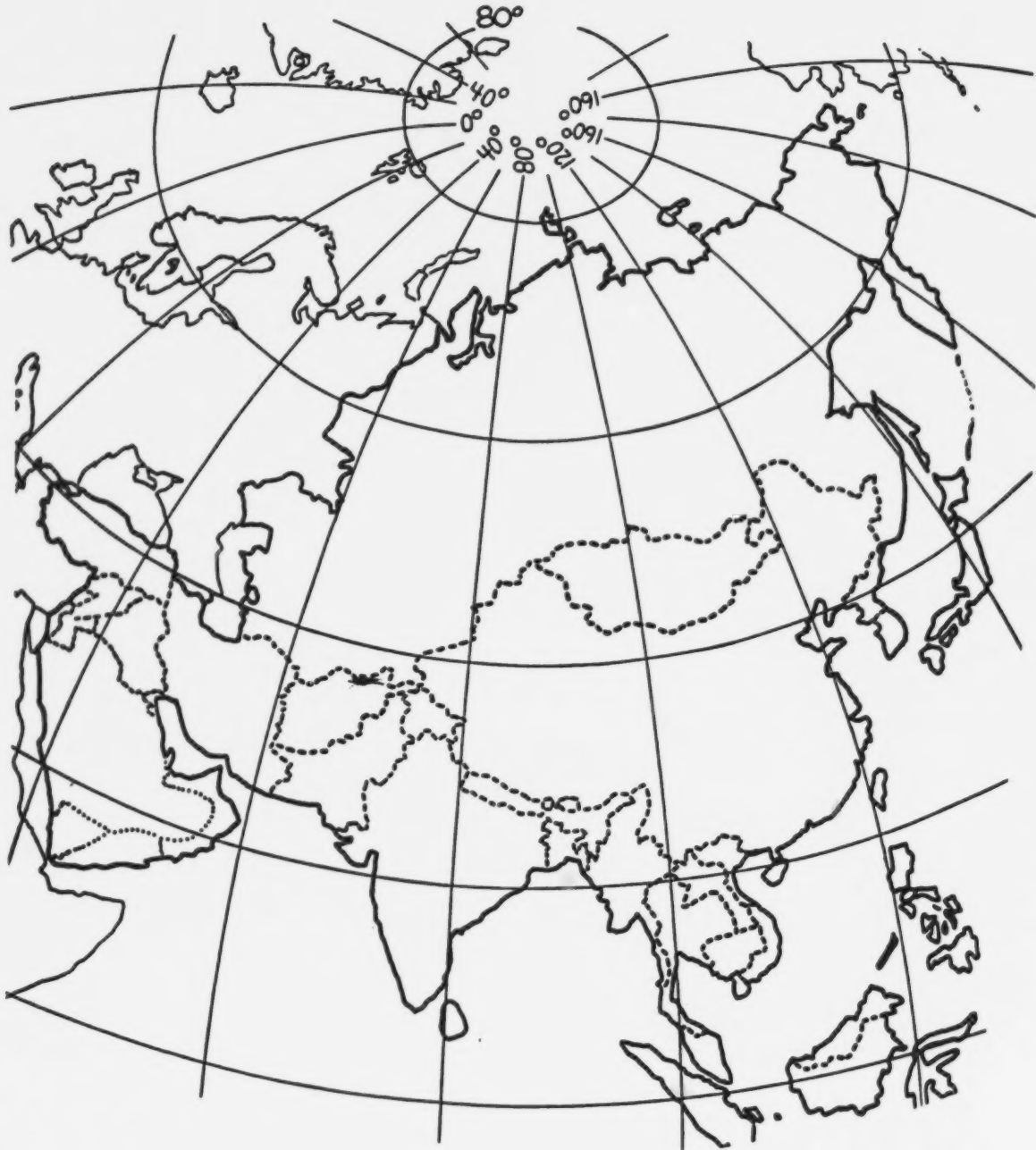
COMMUNITY PARTNERSHIPS

- Survey and/or interview people who have immigrated to Canada from U.S.A. and U.S.S.R. to enhance knowledge about employment.
- Organize a field trip throughout the community and/or to retail outlets to identify and list products from U.S.A. and U.S.S.R. Chart the information gathered and use ratios to compare data from U.S.A. with U.S.S.R. Compare data with statistics from government sources.

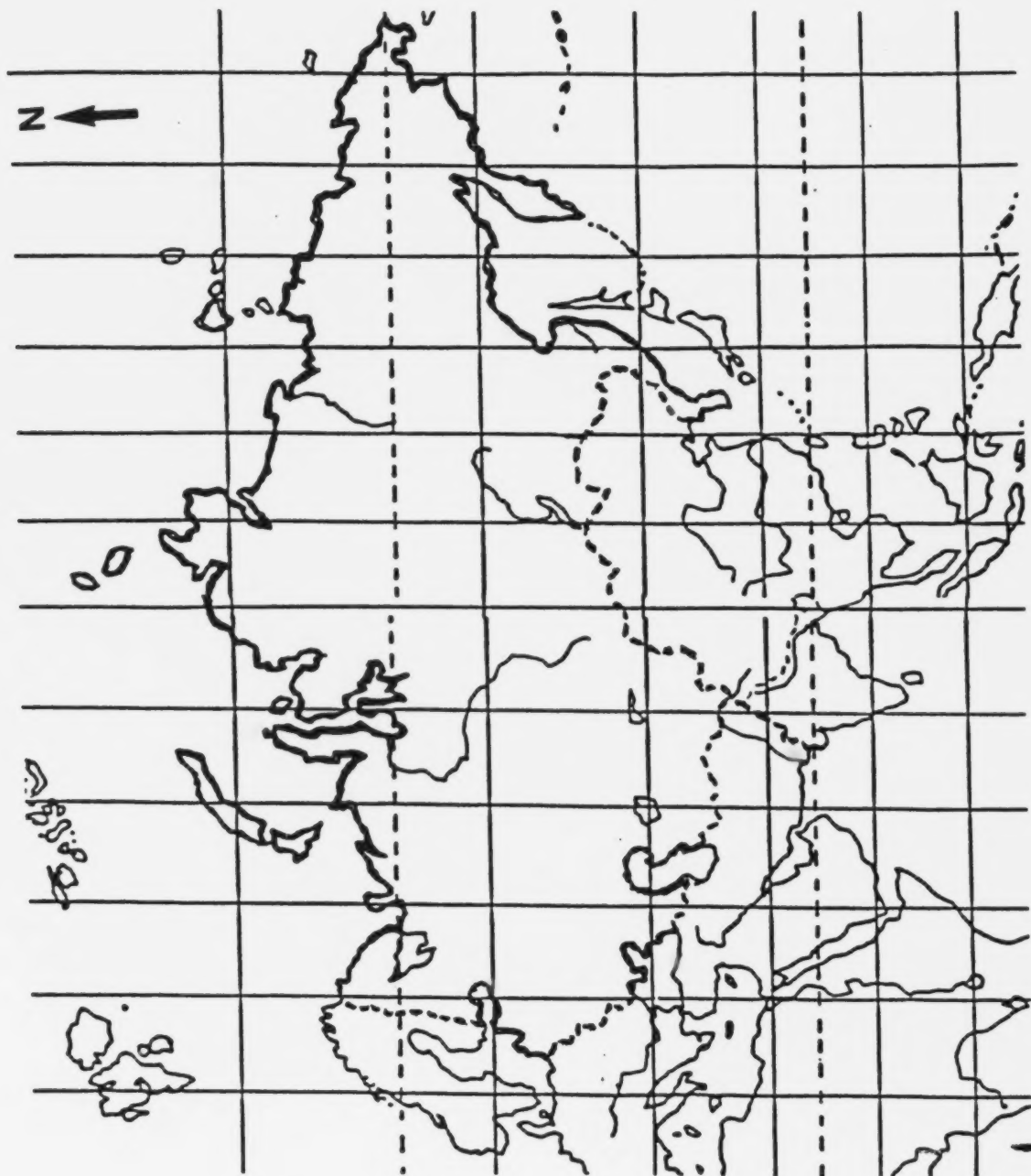
RESOURCE 1: MAP OF THE EASTERN HEMISPHERE



RESOURCE 2: MAP OF ASIA



RESOURCE 3: MAP OF U.S.S.R.



RESOURCE 4: THE U.S.S.R. – PHYSICAL FEATURES

Area: 22 396 275 km²
Population: 276 million (1986)
Population Density: 12 people/km²
Capital: Moscow
Official Language: Russian (over 100 ethnic groups provide a wide variety of different languages, e.g., Ukrainian, Turkic, Helorussian).

NATURAL RESOURCE

Forests:

- spruce, pine, maple, oak, birch and grasslands.

World's largest reserves of:

- iron, coal, oil, natural gas, silver and vanadium.

Second largest reserves of:

- magnese, mercury, platinum, asbestos and molybdenum.

RIVER SYSTEMS

Lena River – 4313 km (entirely in Russia)

Yenisey River – 4092 km (Soviet-Asian)

Ob-Irtysh River – 5568 km (Soviet-Asian)

Dnieper River – 2285 km (Soviet-European)

Volga River – 3740 km (Soviet-European)

CLIMATE

There are seven major climate areas because the Soviet Union is so vast. These are:

- High Latitude Marine
- High Latitude Continental
- Humid Continental
- Semiarid
- Arid
- Mediterranean
- Vertical.

RESOURCE 5: U.S.S.R. – CENTRALLY PLANNED ECONOMY

The Soviet Union has a centrally planned economy. In other words, the government owns everything that is needed to make products including the land and natural resources; the capital (money for buildings, machinery and technology) and the labour (the people picked for each job). The government uses a small group of planners to answer basic economic questions: what, how, for whom, how much and how fast? These people decide what to do with the land, capital and labour. The name of this decision-making committee is Gosplan. It sets up long- and short-term goals for the economy. The longer term goals are usually covered in a five-year term. Stalin introduced the five-year term. For example, Gosplan may decide to make a uniform factory. Therefore, Gosplan decides

- how much money to spend
- what type of uniforms, the material to be used, etc.
- how many uniforms, in what period of time
- for whom
- who will be employed.

Since the government makes sure that everyone has a job, it also takes care of their education and health. For example, if the U.S.S.R. needs 1,000 more chemical engineers, young people will be encouraged to go in that direction from as early as elementary school. Production will go down if workers are sick, so the government pays for all health care. Because the government owns all the land and capital, it employs the largest number of people. When unemployment is very low, the government will even make up jobs so people can work. For instance, some people are employed to keep the escalators in subways clean. Job satisfaction may be low when people are doing "make work" jobs.

There is little private enterprise and no private ownership in the Soviet Union. The government leases the land to people to build factories or to farm. The main danger with this system is that the government can take back the land at any time. For example, you may build a house with your own money but if the government needs the land for something else, your house could be sold along with the land. The only private enterprise allowed is when the government sells small plots of land to farmers. These private plots (like gardens) usually produce the vegetables and fruit sold in open markets. They are very efficient since all the profits go to the farmers. Any other private enterprise is illegal. Some illegal trading takes place. For example, blue jeans are in high demand and some people will pay over \$200.00 a pair. Thus, some products are in great demand and if the government does not supply them the people may turn to illegal means to obtain the desired merchandise.

Name _____

Date _____

U.S.S.R. – CENTRALLY PLANNED ECONOMY

COMPREHENSION

1. a. What kind of economy does the U.S.S.R. have? _____
b. Define this type of economy, in your own words. _____

2. a. Name the group that makes economic decisions in the U.S.S.R.?
b. List two types of decisions made by this group. _____, _____
3. The government pays for all health care to make sure _____
4. a. Who controls the capital? _____
b. "Capital" means _____
5. Is there private ownership in U.S.S.R.? _____ Explain _____

6. The only private enterprise allowed is _____

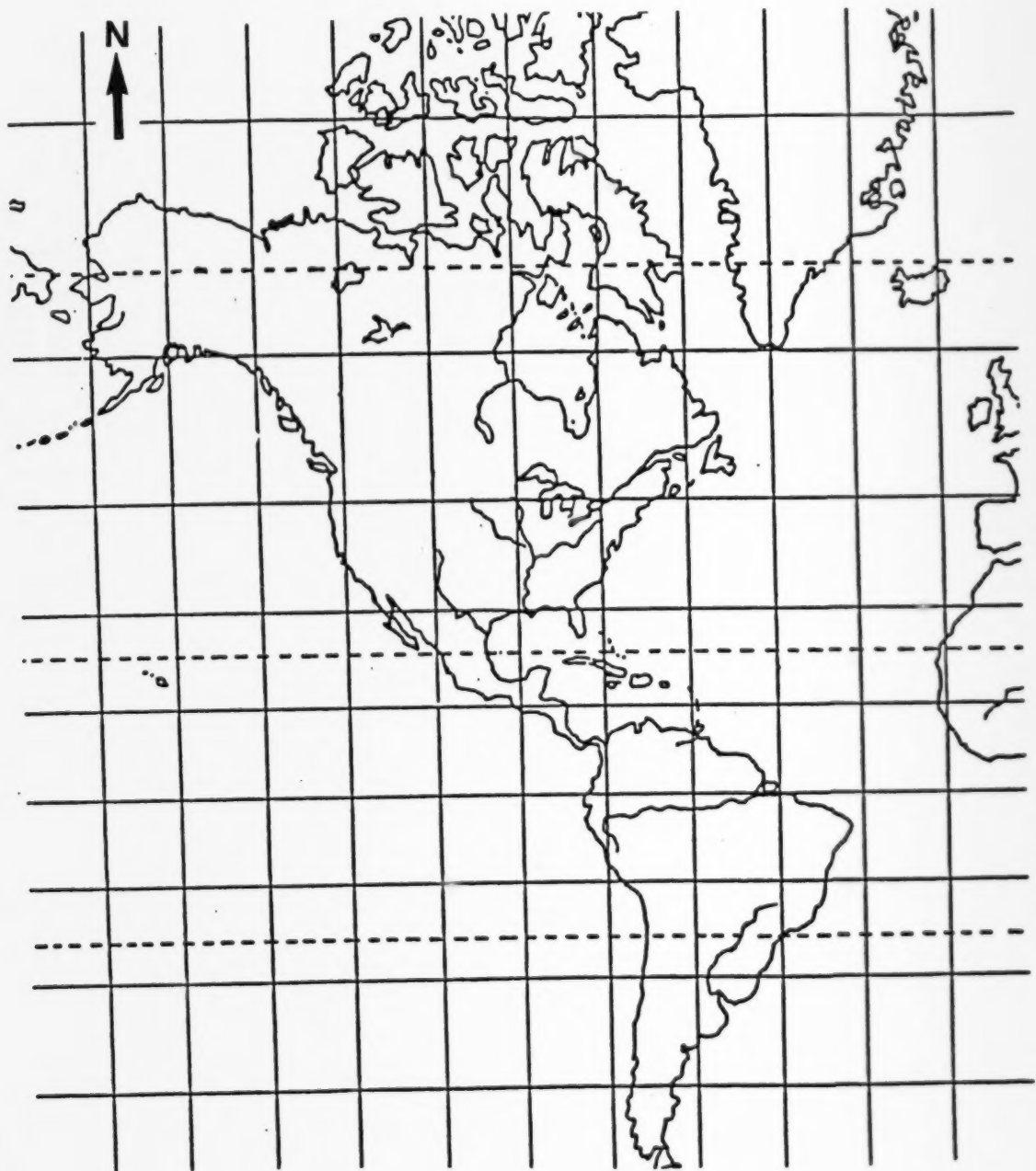
FURTHER INVESTIGATION

1. a. Use a dictionary and define the word "lease". _____

b. Give some examples of items that are leased in Canada. _____

2. List three advantages of the Soviet Union's Centrally Planned Economy.

RESOURCE 6: MAP OF WESTERN HEMISPHERE



RESOURCE 7: MAP OF U.S.A.



CITIZENSHIP IN CANADA

OVERVIEW

The Grade 8 thematic unit, "Canada: Colonization to Confederation", provides opportunities for students to identify the qualities of a responsible citizen and define responsible citizenship i.e.,

A responsible citizen

- is knowledgeable, purposeful and makes responsible choices
- understands the roles, rights and responsibilities of citizens in a democracy
- participates constructively in the democratic process
- respects the dignity and worth of self and others.

This Grade 9 theme, "Citizenship in Canada" enables students to expand their understanding of responsible citizenship and relate laws to citizenship. Opportunities will be provided for students to gain further knowledge about obtaining a vehicle learner's permit, the Young Offenders Act, the Probation System and/or the Child Welfare Act. In addition, students will analyze political cartoons and current news events related to the theme.

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify laws that pertain to each level of government
- recognize the influence of laws on the individual
- identify the attitudes and behaviours of responsible citizens
- relate responsible citizenship to specific laws.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted throughout this theme are outlined below.

KNOWLEDGE

- Citizenship relates to laws and it is the responsibility of citizens to respect and understand laws.
- It is important to apply the knowledge of laws to personal behaviour.
- Critical/creative thinking and inquiry strategies may be applied to gain an increased understanding of laws.
- Current events may influence Canadian citizenship and laws.

SKILLS

- Distinguishes laws as they pertain to the individual and the community.
- Recognizes that there are different levels of government.

- Summarizes the development of and need for laws, such as the Highway Traffic Act and the Young Offenders Act.
- Recognizes the qualities of a responsible citizen.
- Describes the attitudes and behaviours of members of society who make positive contributions.
- Identifies the personal characteristics that society values in its members.
- Relates current affairs to the study of citizenship in Canada.
- Relates political cartoons to current events.
- Identifies symbolism in cartoons.
- Recognizes a cartoonist's message.

ATTITUDES

- Appreciates the need for laws and for a personal understanding of laws.
- Acquires a lifelong desire to act within the boundaries of the law and to be a responsible, participating citizen.
- Appreciates the need to recognize current affairs and their influence on the community, province and country.

LEARNING RESOURCES

- *Living in North America.*

Chapter 8, Government in the Community
--

- *Program of Studies/Curriculum Guide: Citizenship in Canada.*
- *A Guide to the Young Offenders Act in Alberta, Alberta Education.*

Additional materials may be obtained from:

- Alberta Transportation and Utilities, Motor Transportation Services
- Alberta Education, *Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for Educators, Parents and Students* (brochure)
- Banff Legal Guidance, 762-8505
- Community Connections, 424-3242 (Edmonton), 268-2341 (Calgary)
- Calgary Legal Guidance, 220-6637
- Lethbridge Legal Services, 328-9090
- Medicine Hat Legal Services, 529-1808
- Red Deer Legal Guidance, 340-2800
- St. Paul Legal Services, 645-5404
- Telephone Directory, Government

SUGGESTED ACTIVITIES

1. Organize students into groups and have each group invent a new game. This could be a physical activity, card, board, computer and/or word game. After a specific period of time, have students demonstrate their game to classmates.
 - Initiate a discussion about the games, assisting students to recognize that all the games involved rules.
 - Have students identify and list some of the rules associated with the new games.
 - Provide opportunities for students to respond to the question, "Why did the games have rules?" Write student responses on poster paper and/or the chalkboard for future reference. (Alternative: Provide students with materials they could use to invent a game, such as a deck of cards, a set of blocks, a ball and hoops, etc.)
 - Have students write an opinion paragraph/report focusing on the question "We need/do not need laws because ..." (See Communication, "Writing Process", "An Opinion Report".)
2. Organize the class into groups and assign each group a familiar situation/setting such as the classroom, home, volleyball team, etc. Ask each group to list the rules within the setting that are needed to accomplish related tasks and discuss the purpose of these rules.
3.
 - a. Brainstorm with students the question, "Why do we need rules?"
 - b. Have students respond to the following in their journals: "We need rules because ..."
4. Organize students into groups to prepare a presentation focusing on "a world without laws". Presentations could involve reports, skits, games, etc.
5.
 - a. Ask each student to keep a diary for one day to identify the rules/laws that affect their behaviour when driving/walking to school, crossing the street, talking in class, cleaning their rooms, etc.
 - b. Have students relate the rules/laws on their list to a government level, i.e., municipal, provincial, federal.
e.g.,

Federal	Provincial	Municipal
defence prisons money and banking post office immigration national parks natives RCMP medicare airports	education hospitals natural resources agriculture parks and recreation tourism provincial courts liquor highways licences	garbage collection police protection fire protection sewage disposal zoning, building animal care traffic local roads water supply public transit

- c. Have students locate the levels of government in a telephone directory and list the services provided that relate to their lives. (See *Living in North America*, p. 242.) Have student add to the above list.
- d. Provide opportunities for students to expand their list of laws and levels of government using a chart in their notebooks. (See *Living in North America*, pp. 56-57.)
 - Make a classroom chart and have students add laws as they encounter, recall and/or relate to laws in their daily experiences.

- e. Encourage students to bring newspaper articles to class and to classify them according to level of government.

- Post these on the bulletin board in groups to distinguish the government level involved.

e.g.,

News Article Heading	Level of Government
Alberta Oil Sold to Japan	Provincial
Fire Destroys Garage	Municipal
Mail Delayed in Transit	Federal

6. Initiate a discussion about the importance of laws and the importance of living within laws. Assist students to recognize that responsible citizens live within the law and contribute to law enforcement. (See *Living in North America*, p. 246.)
7. Have each student choose a person whom he/she respects. Have students list the qualities/behaviours that make this person special.
- Provide opportunities for students to write a biographical sketch of the person named above. (See Communication, "A Biographical Report".)
8. a. Brainstorm with students a list of qualities of a responsible citizen.
- b. Have students identify people in the community who are considered to be responsible citizens.
- Provide opportunities for students to identify the qualities and behaviours of the individuals they have identified that relate to responsible citizenship.
9. Create situations in which a dilemma is present. Role-play how a responsible citizen would act versus how others might behave:
- e.g., witnessing a crime (shoplifting), finding a wallet.
10. a. During this unit have students look through magazines and newspapers for articles that identify people who have behaved responsibly. Reserve space on the bulletin board for display and comments:
- e.g., a citizen reports the dumping of garbage in a gully to the media and city officials.
- b. Identify a weekly/monthly class or school responsible citizen. Have a special celebration or activity honouring this person/these persons.
11. Provide opportunities for students to increase personal awareness of the Highway Traffic Act as it relates to obtaining a Learner's Permit and operating a motorcycle, bicycle and all-terrain vehicle. (See *Living in North America*, p. 164.)
- a. Obtain and distribute government vehicle operating manuals to students and use these as resources. Acquire copies of the learner's examination for later use.
- b. Complete each section of the manual using a variety of group and individual strategies and techniques to enhance student knowledge, such as:
- oral and silent reading
 - discussion
 - question/answer sessions
 - simulations, case studies
 - games.

- c. Activities may include simulations of intersection situations where:
 - students are vehicles
 - the classroom floor the road
 - students, in pairs, use intersection sheets and toy vehicles
 - teachers and students use an overhead projector to review and reinforce rules of the road.
 - d. Have students write case studies involving automobiles, motorbikes, bicycles and pedestrians. Distribute these to groups of students to discuss and resolve.
 - e. Encourage students to bring to class newspaper articles of traffic violations. Have students determine the error, identify the perpetrator, discuss alternative actions and predict the legal outcome.
 - f. Provide opportunities for students to write the examination for a Learner's Permit.
12. a. Provide opportunities for students to gain additional knowledge about the Young Offenders Act, the probation system and/or the Child Welfare Act. Limit the investigations to include those sections to which Grade 9 students can readily identify. Relate the information to the individual, the school and the community.
 - b. Have students review the need for laws and responsible citizenship within the contexts of the Young Offenders Act, the probation system and/or the Child Welfare Act.
 13. a. Have students locate political cartoons related to the theme and post these on the bulletin board.
 - b. Provide opportunities for students to analyze political cartoons. (See Resource 2: Political Cartoons, Participation, "Current Affairs" and *Living in North America*, p. 122.)
 14. Provide opportunities for students to observe court proceedings. Conduct mock trials in the classroom where students play the roles of police officers, judges, lawyers, defendants, etc.
 15. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student progress throughout this thematic unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Review comprehension and vocabulary development strategies to apply when learning new law-related vocabulary.
- Review studying skills in preparation for obtaining a learner's and/or driver's licence.
- Have students identify the use of symbolism, idioms and slang in cartoons.
- Have students develop a school newspaper containing school and community news, editorials, letters and political cartoons.

PRACTICAL ARTS

- Relate laws to the conditions and behaviour in the workplace.
- Assist students to realize responsible citizenship is reflected in behaviour at the workplace and in the community.

SCIENCE

- Relate laws and responsible citizenship to environmental concerns at home, at school, in the workplace and in the community:
e.g., pollution controls, increased technology.

COMMUNITY PARTNERSHIPS

- Invite a law enforcement officer, lawyer, and/or social worker to discuss the purpose of laws, the influence of the Young Offenders Act on juveniles and other related topics.
- Visit a provincial court and observe cases in progress.
- Invite a representative of the Alberta Motor Association and/or a vehicle insurance company to discuss the importance of taking a driver's education/defensive driving course and to provide information about insurance.
- Invite a member of parliament to discuss the process involved in developing acts and laws.

RESOURCE 1: YOUNG OFFENDERS ACT

The Federal Young Offenders Act came into effect on April 2, 1984. Amendments were proclaimed into law in 1986. This new law replaces the Juvenile Delinquents Act which was passed in 1908. The law recognizes that young people must accept responsibility for their behaviour, but realizes that they are not always mature enough to make appropriate decisions. The intent of the Young Offenders Act is to assist and guide, rather than demean and punish.

A "young person" is defined as an individual who is 12 years of age or over, and under 18 years of age.

CASE STUDY

Jerry and Lisa, who are both 15 years old, got hungry late one night and decided to break into the café for some food. The alley was deserted and they had no trouble forcing open the back door with Lisa's pocket knife. Once inside, they went through the kitchen to the front counter, opened bags of potato chips and began to eat. While wandering around, they looked in the cash register, drank pop and ate chocolate bars. They decided to steal things they could sell at school, such as cigarettes and chocolate bars. Jerry found a calculator and put it in his shirt pocket. Lisa saw a watch and ring beside the sink and stuffed them in her jacket pocket.

Just as they were deciding to leave, two police officers entered the café, and Lisa and Jerry were caught red-handed. What happened next?

PROCEDURES UNDER THE YOUNG OFFENDERS ACT

1. The police officers charged Lisa and Jerry with "breaking, entering and possession".
2. The police officers told Lisa and Jerry their rights, including their right to contact legal counsel.
3. Their parents were informed of the charge.
4. Lisa and Jerry were photographed and fingerprinted.
5. Lisa and Jerry appeared in "youth court" for the trial.
6. Their parents and the probation officer had to be present at the trial.
7. A pre-sentencing report was prepared by the probation officer.

THE JUDGE'S OPTIONS

When making a decision, the judge had to choose from the following options:

1. Not guilty.
2. A fine of up to \$1000.

3. An order for Lisa and Jerry to pay the owner of the café for damages and goods.
4. An order for Lisa and Jerry to work for the owner to indirectly pay for damages and goods.
5. An order to Lisa and Jerry to work in the community.
6. An order for Lisa and Jerry to obtain treatment in a hospital or a mental health clinic.
7. An order for Lisa and Jerry to be placed on probation for a maximum of two years.
8. An order for Lisa and Jerry to be placed in group homes or "locked institutions" for up to two years.
9. Any combination of the above.

Encourage students to bring to class newspaper articles or summaries of news items about young offenders. Have students use decision-making strategies and their knowledge about the Young Offenders Act to determine judgements.

Provide opportunities for students to role-play situations where they are young offenders, police officers, probation officers, lawyers and judges.

RESOURCE 2: POLITICAL CARTOONS

Objectives of using political cartoons in the social studies classroom:

- to stimulate interest in social studies and current events
- to initiate a positive attitude toward current events and social studies
- to enhance student ability to develop abstract relationships
- to develop skills related to recognizing and interpreting visual messages
- to enhance appreciation for freedom of the press
- to develop an appreciation of the author's view
- to provide opportunities for students to express opinions, views and ideas in the form of cartoons.

CARTOON ANALYSIS

Complete the analysis as a class several times using increasingly difficult cartoons. Distribute cartoons to groups of students to analyze and share their analysis with the class. (See Participation, "Current Affairs".)

- Have students identify common symbols and write these on an overhead transparency or the chalkboard.

e.g., "yield" traffic signs
sports team logos
faces on coins, bills and stamps.
 - Inform students that symbols are used in political cartoons to portray people, places, countries, etc.

e.g., A beaver and/or a maple leaf often represent Canada.
A top hat with stars and stripes and/or an eagle often represent U.S.A.
 - Have students identify the symbols used in a variety of political cartoons. List these and what they represent on a class chart posted on the bulletin board.
- Select a cartoon and have students identify the main character or country. The cartoonist may use facial features, clothing, environment and/or captions to assist the reader to identify the characters and/or country.

e.g., A man with an exaggerated chin may be Brian Mulroney.
A woman wearing a crown may be Queen Elizabeth II.
A pyramid in the cartoon may indicate the country of Egypt.
A boat on the ocean may represent the world.
 - Provide opportunities for students to identify main characters and/or countries in a variety of current political cartoons.
- Have students describe the action implied in a political cartoon. Ask students
 - What is the main character doing?
 - Who or what is also involved?

- Where is this action taking place?
 - What feelings are being expressed? anger? happiness? defeat? frustration?
 - What is significant about the action?
- b. Provide opportunities for students to identify and describe the action in various political cartoons.
4. a. Have students combine the caption and the drawings to interpret the central message in the cartoon.
e.g.,

What is the Author's Message?	Supporting Details

- b. Have students analyze the author's message. Use the following to guide the analysis:
- Is the message fair, unbiased and true?
 - Do the students agree with the message?
 - Is the message humorous, serious?
 - Could the author's message apply to other areas/countries? Explain.
- c. Provide opportunities for students to identify the current issue/problem to which the cartoon relates, to determine whether the author suggests a solution and to identify the solution.
- d. Have students use critical/creative thinking skills and problem-solving strategies to develop solutions to the problem/issue portrayed by the cartoonist.
5. a. Encourage students to bring to class news items and provide opportunities for students to develop political cartoons individually or in groups based on current issues.
- Students could cut characters from print materials, draw figures and/or trace characters.
- b. Obtain art books or invite an art teacher to class to show students techniques for sketching cartoon figures and have students practice drawing simple characters.
- c. Have students draw political cartoons related to events in the school, workplace and community.
- Post cartoons throughout the school and/or place in a school newspaper.

CAREERWATCH 9

OVERVIEW

One of the goals of the Integrated Occupational Program is to prepare students for future employment. Teachers may address the knowledge, skills and attitudes of this thematic unit in an independent study, or as an extension of the initial Grade 9 theme, "You and Your Social/Economic Community".

Students will relate personal abilities, needs and interests to employment opportunities within the community and will develop further generic skills in preparation for employment.

Teachers are encouraged to make extensive use of businesses, industries, agencies and related personnel within the community to enhance student understanding of the knowledge, skills and attitudes to be developed throughout the study of this thematic unit.

When preparing for instruction, teachers may also make use of *Program of Studies/Curriculum Guide: Careerwatch 9*, the initial Grade 8 theme, section B. "You" and the Grade 9 theme, "You and Your Social/Economic Community".

THEMATIC OBJECTIVES

The knowledge, skills and attitudes addressed in this thematic unit will enhance student ability to:

- increase awareness of personal abilities, needs and interests
- relate personal abilities, needs and interests to employment opportunities
- recognize the transferability of generic skills from the classroom to the workplace
- recognize and acquire appropriate attitudes relative to school and the workplace.

LEARNING OBJECTIVES

The knowledge, skills and attitudes highlighted in this thematic unit are outlined below.

KNOWLEDGE

- It is important to acquire the ability to identify and locate employment opportunities within the community and to relate these to personal abilities, needs and interests.
- Problem-solving/decision-making and critical/creative thinking strategies will assist the individual to examine employment opportunities.
- Technology has influenced employment opportunities.
- World events may influence present and future employment opportunities in the community/province.

SKILLS

- Identifies employment opportunities within the community.
- Locates sources of employment information within the community.

- Classifies employment opportunities into occupational clusters.
- Identifies institutions/organizations/agencies within the community that relate to the occupational clusters.
- Identifies new and predicts future employment opportunities in the community.
- Recognizes the importance of local radio, television and newspapers as sources of information regarding new industries and job opportunities.
- Identifies where and how technology has influenced employment opportunities.
- Recognizes that world events may influence employment opportunities and relates current affairs to employment opportunities in the community, province, country and world.

ATTITUDES

- Appreciates the need to assess personal interests and aptitudes as well as to survey the potential market prior to making employment-related decisions.
- Develops the desire to apply decision-making and critical/creative-thinking strategies to employment decisions.
- Appreciates the need to understand the relationships among world events, employment opportunities and personal career selection.

LEARNING RESOURCES

- *Living in North America.*

Chapter 9, Producing and Consuming Chapter 10, Making a Living Chapter 13, Working Together

- *Program of Studies/Curriculum Guide: Careerwatch 9.*
- Community businesses, industries, agencies and personnel.
- Newspapers, pamphlets, brochures, etc. available throughout the community.
- Government and/or private employment agencies.

ADDITIONAL SUPPORT MATERIALS

- *Kids and Careers, A Parents' Guide to Career Planning.*
- *Entering the World of Work.*
- *Attitudes on the Job.*

SUGGESTED ACTIVITIES

1. a. Encourage students to share employment experiences with classmates. Have listeners prepare and ask questions to enhance knowledge about the job being presented.
 e.g., How did you get the job?
 What are your hours?
 How much money do you make?
 What do you do?
 Do you work with others?
 What do you do if you cannot complete a task?
 Who is your supervisor and what is he/she like?

- b. Have students develop an evaluation sheet suitable for self-appraisal at the workplace. The evaluation should consist of specific, measurable tasks in the categories of knowledge, skills and attitudes. A Likert or similar scale on a checklist would be appropriate. (See "Evaluation" in the preamble of this document, pp. 9-10.)

e.g.,

Job Title:	Car Wash Attendant	Unsatisfactory				Very Satisfactory
		1	2	3	4	5
<u>Knowledge:</u> I learned						
- to use the sprayer						
- to use the washing brush						
- the difference between car and floor wax						
<u>Skills:</u> I did						
- wash cars						
- apply wax						
- talk to the supervisor and co-workers						
- express interest in the job						
<u>Attitudes:</u> I felt						
- pleased about the job I did						
- anxious to do well						

2. a. Provide opportunities for students to identify sources of employment information in the community:
 e.g., telephone directories
 newspapers
 bulletin boards
 government/private employment agencies
 television, radio.
- b. Have students use the telephone directory to identify employment opportunities within the community that are of personal interest.
- c. Provide opportunities for students to:
 - list reasons they are interested and/or
 - list tasks that may be part of the job.

- d. Have students categorize the items on their list according to the three occupational clusters addressed in the program:
i.e., Business Education
Personal and Public Services
Technical/Occupational.
- e. Have students use other information sources to identify employment opportunities and complete the activities listed above:
e.g., classified advertisements in the newspaper, community employment agencies.
3. a. Conduct a fluency activity (brainstorming) where students name specific employers in the community.
- | | |
|----------------------------|-------------------------------|
| e.g., Wandering River Café | Alberta Provincial Government |
| Radway Hospital | Carstairs Shoes |
| Fairview Transport | Warner's Western Wear |
| Vermilion Construction | City of Grande Prairie |
| Barrhead Toy Store | Spirit River Motors |
| Valleyview Insurance | Slave Lake Cab Co. |

- b. Have students categorize the employers according to the three I.O.P. employment clusters.
e.g.,

Business Education	Personal and Public Services	Technical/Occupational
Valleyview Insurance	Radway Hospital	Spirit River Motors

- c. Provide opportunities for students to identify the common skills required for the jobs within each cluster:
e.g., listen, discuss, question, follow instructions, arrive on time, dress appropriately.
● Inform students that the skills listed are transferable (or generic). Reinforce that these skills are needed in all employment situations.
- d. Have students identify the common attitudes required for the employment opportunities from the previous activity.
e.g., appreciation of employer and co-workers, desire to complete the tasks appropriately.
4. a. Provide opportunities for students to become further aware of their personal abilities, needs and interests. (Refer to "You and Your Social/Economic Community" for reinforcement and review regarding self-discovery.)
- b. Have students list the things they do well and relate these behaviours, skills and/or abilities to employment.
e.g.,

Things I Do Well	Skills/Abilities	Related Jobs
● haul grain and bales, feed and herd cattle, drive the tractor, help fix machinery.	● is strong ● is knowledgeable about farm animals and equipment ● is energetic	● farmworker ● veterinary assistant ● truck, cat, cab driver ● automotive worker

- c. Administers a standardized test (e.g., Differential Aptitude Tests, DAT, The Psychological Corp., Harcourt Brace Jovanovich, U.S., 1982) to enhance student awareness of personal strengths. Contact the school counselor, special needs coordinator, etc., to obtain information about appropriate tests.

Note: Teachers are encouraged to administer any standardized test, using appropriate strategies and techniques according to the abilities of each student.

e.g., The teacher may

- choose to distribute and/or administer parts of sections in one sitting*
- read the items to students while they read silently from their printed copy*
- administer the test to students individually or in small groups*
- administer the test over a period of time suitable to students' abilities and needs.*

Teachers are reminded that the results of one test are not inclusive and that results are to be used to increase student self-awareness, rather than to dictate future plans, or compare with the results of other students.

5. a. Have students take photographs of their present employment situations and make a poster illustrating in sequence the specific tasks.
- **Alternative activities:** Use pictures cut from magazines, take slides and produce a slide/tape presentation or assign a class photographer to visit the workplace and take photos.
- b. Organize the photographs and/or pictures into clusters and place in an Integrated Occupational Program employment scrapbook to be referenced during future activities.
6. Provide opportunities for students to observe employment situations of personal interest. The purpose of the observation experience is to enhance the student awareness of the tasks and expectations of the job.

This activity could take the form of a short-term job shadowing experience.

- Have students select an employer and request an interview/appointment using the telephone or visiting in person.

Note: Teachers are encouraged to make the initial contact with prospective employers in person. Employers must be thoroughly informed about the purpose of the job shadowing experience. Teachers would make a list of willing and appropriate employers. Students would select job shadowing experiences from the list.

- Prior to a job shadowing experience, have students list the tasks they associate with the job that they will observe. At the completion of the experience, have students list actual tasks and compare lists. Remind students that perceptions of employment opportunities may not always parallel the real jobs and that the purpose of gathering data through observation is to develop clear and accurate knowledge about the job.
7. Provide opportunities for students to investigate the influence of technology on employment opportunities of personal interest. (See *Living in North America*, pp. 282-310.)
8. Have students read and refer to sections from *Living in North America*, Chapters 10 and 13, and complete related activities to increase awareness about present and future employment opportunities, the influence of technology on employment, etc. (Alternatives: *Across Canada: Resources and Regions*, Chapters 5-9.)
9. a. Refer to *Living in North America*, p. 286, and discuss Table 10.1. Have students compare the percentages of workers involved in specific jobs in Canada with U.S.A.

- b. Have students gather and compare provincial or local data related to Table 10.1.
10. Refer to *Living in North America*, pp. 292-295, and discuss the influence of technology on northern settlement populations, lifestyles, etc.
11. Refer to *Living in North America*, Chapter 13, and provide opportunities for students to enhance their understanding of "working together" on national and international levels. Relate the study to the individual.
- Have students examine issues relating to the following:
interdependency technology
transportation rural development
communication space exploration
(See *Living in North America*, pp. 334-335.)
 - Have students develop generalizations about the issues addressed above. (See Process/Inquiry, "Generalizations in Social Studies".)
12. a. Encourage students to bring to class news articles relating to issues addressed in this thematic unit:
e.g., corporation opening
 new manufacturing plant
 computers in cars
 stores relocating to a new mall
- Provide opportunities for students to discuss the issues. (See Participation, "Current Affairs".)
 - Have students apply problem-solving strategies and critical/creative-thinking skills to resolve or determine alternative solutions to the issues.
13. Refer to "Evaluation" in the preamble to this document, pp. 9-10, and assess student performance throughout this unit, using a variety of sources and methods.

INTEGRATION ACROSS THE CURRICULUM

LANGUAGE ARTS

- Have students review oral communication skills to prepare for employment-related tasks, such as being interviewed, asking questions, formulating answers.
- Review skimming and scanning techniques to locate employment opportunities in newspapers, etc.
- Review letter writing in preparation for requesting information and thanking employers.

PRACTICAL ARTS

- Have students relate classroom generic skills to skills required in the workplace.

SCIENCE

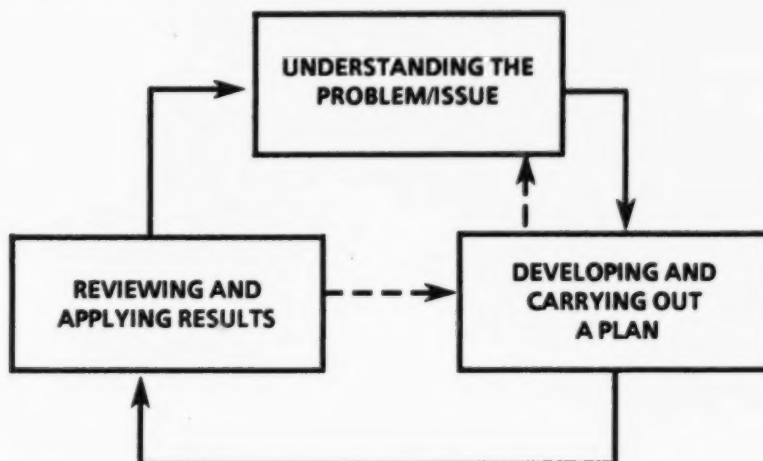
- Investigate and relate technology in the scientific community to technology in the employment opportunities of interest to students.

COMMUNITY PARTNERSHIPS

- Organize field trips for students to identify employers and employment opportunities within the community.
- Contact employers in the community who will provide job shadowing experiences for students. (See Note Activity 6.) Have students select an employer and arrange a short-term observation period. Have students share their experiences, prepare to answer peer questions and evaluate personal performance.
- Organize field trips where students would observe tasks associated with a variety of employment experiences, technological innovations relative to specific employment opportunities, etc.
- Invite employers into the classroom to present information on a topic of interest to students related to employment.
- Plan and/or host a career day in the school. Planning would involve contacting employers, scheduling, organizing equipment, acquiring permission and cooperation from school personnel, advertising, writing letters of appreciation, etc.

A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR I.O.P.

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.



The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities either in context and/or in a skills-focussed sub-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/ problem correlate with developmental levels of the student.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem; however, past experiences or present attitudes may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve the problem. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution, and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making and solving similar problems
- considering the possibility of other answers.

DE BONO'S TOOLS FOR TEACHING THINKING: CoRT

"Thinking is a skill, and like a skill, it can be developed and improved if one knows how."

– Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is among the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real life problems may change, but the tools to solve those problems remain applicable. A list of thinking tools follows.

PMI tool This tool reminds the thinker to first direct his or her attention to the **Plus** points, then to the **Minus** points and finally to the **Interesting** points of a new idea. The thinker is encouraged to make an honest and thorough search in each direction to complete the thinking process relative to the problem.

Example:

What would happen if the two holiday months were July and January?

Plus	Minus	Interesting
• winter ski holiday • break-up the school year evenly	• indoors during warm months • dangerous travel • studying, concentrating on school during August	• new types of family holidays • increase in types of winter recreation

Applied to real life problem-solving situations, a PMI can be done to clarify and help arrive at answers to such questions as:

- Should I complete my homework or go to the hockey game?
- Should I attend the dance when parents would be unhappy with my decision?
- Should I lend a friend my new sweater?

C and S (Consequences and Sequels):

- Listing the immediate, short-term and long-term effects of a choice to help make a decision.

Immediate Consequence	Short-Term Consequence	Long-Term Consequence

CAF (Consider All Factors):

- Brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

CAF

FIP (First Important Priorities)

- Making and examining a list and prioritizing items in the list.

FIP

AGO (Aims, Goals, Objectives)

- Developing an action plan and/or making a decision by examining the desired outcomes.

AGO

**APC (Alternatives,
Possibilities,
Choices)**

- Searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

APC

**OPV (Other People's
View)**

- Collecting, examining and considering the views of others.

OPV

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (i.e., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practise using these tools in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the tool which would be most appropriate to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking", Curriculum Review, January/February 1986, pp. 13-16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to teaching thinking strategies uses the instructional steps outlined below:

TESTING students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.

DESCRIBING the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.

MODELLING the strategy for students. Teachers should think aloud so students can follow every process involved in the strategy.

ASKING students to rehearse verbally.

PRACTISING THE STRATEGY with students through controlled activities/materials.

PROVIDING TEACHER FEEDBACK.

USING GRADE-APPROPRIATE ACTIVITIES to practise strategies.

PROVIDING POSITIVE AND CORRECTIVE FEEDBACK as students progress through practice material.

RETESTING STUDENTS to determine the extent of acquisition of the strategy. (Same test given in Step 1 using different materials.)

PROVIDING OPPORTUNITIES for students to apply and continue to develop the strategy.

Reference

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*, Love Publishing Co., 1979.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent in teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The social studies program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

Teachers are encouraged to reinforce process skills and inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the social studies class. Other I.O.P. teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in another context. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of process skills and inquiry strategies.

Critical and Creative Thinking Strategies are intended to structure process skills to encourage further development of students':

- awareness of individual learning patterns
- repertoires of thinking strategies
- application of a variety of thinking strategies.

Five Critical and Creative Thinking strategies are recommended for use in the Integrated Occupational Program.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking because the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- review previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that. . .).

The following suggestions may prove useful to introduce and apply fluency:

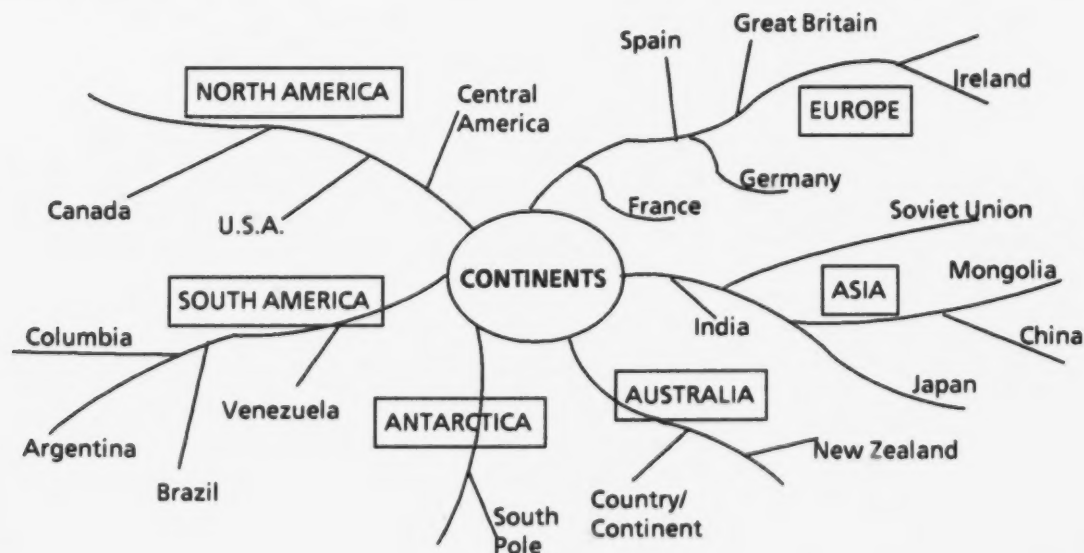
1. List the names of all the birds you know. Special recognition will be given to the student who lists the largest number, who lists an extinct bird and/or who lists a bird others fail to identify.
2. Tell me what you know about Canadian law and I/we will summarize your comments on the overhead.
3. Organize yourselves into groups of three and make a group list of uses of a square shape.
4. We have been calculating wages in math class. Where can we go in the community to learn more about wages, salaries and other employee financial arrangements?

MIND MAPPING

Mind Mapping is similar to fluency as free thinking is encouraged and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the Mind Mapping thinking strategy. Mind Mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a pre-writing activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information
- examine current events issues.

The diagram below illustrates the use/structure of the Mind Mapping strategy by exploring a concept in preparation for writing, discussing and/or presenting. Mind Mapping may also be used to review terms, concepts, etc.



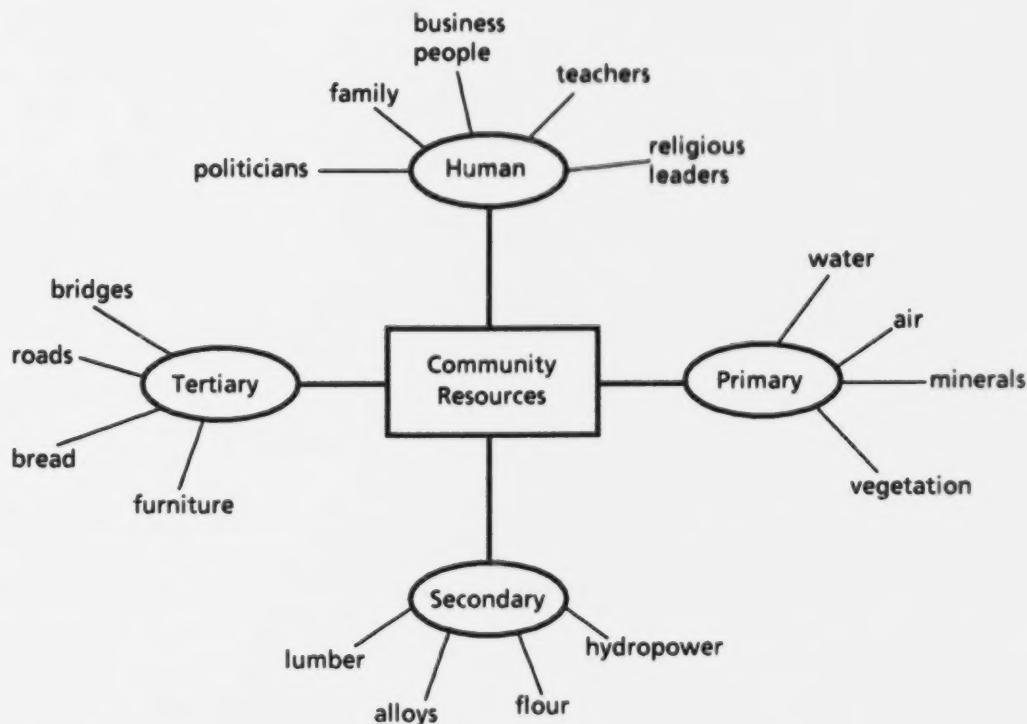
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include "land", "water", "air", "outerspace", etc.

SEMANTIC WEBBING

Semantic Webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic Webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, the main characters, and/or the conflicts of a current affairs item
- illustrating parts of a piece of equipment.

A diagram of a Semantic Web using "Community Resources" as the main idea follows. A semantic web may serve to initiate further exploration of each detail and/or sub-detail. To illustrate, "Secondary" could become the main idea in a new configuration which may investigate details and sub-details of secondary resources.



LATERAL THINKING

A Lateral Thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending the current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing the financial support for Social Services may not necessarily increase the quality of care; increasing technology may not necessarily increase quality of life and employment opportunities, etc.; increasing the number of highways may not be the ideal method to solve transportation problems.

Lateral thinking may prove to be challenging to most students as they are required to alter an often deeply ingrained mind set – that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking using fairly simple concepts such as asking students to think of everything with:

Sample Responses		
	CONVENTIONAL	UNCONVENTIONAL
● wheels	bicycles	watches
● a triangular shape	Christmas Trees	cones on the retina of the eye
● gills	goldfish	human embryos
● the letter "z"	zebras	scrabble games

Students' lists will contain conventional responses (bicycles, Christmas trees, goldfish, zebra) and with practice will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind sets.

Subject related examples of Lateral Thinking may include:

- Mathematics: when/where is the fraction, $\frac{1}{4}$, used?
 - quarter time in music
 - quarter of an hour
 - quarter percent regarding interest rates
 - quarterhorse
 - quarterback
 - quarter of one dollar.
- Practical Arts: Cooking – If the stove fails to function, how can we cook?
 - a bar-b-que
 - a campfire
 - a heated rock
 - a car manifold
 - a microwave oven.

MOVIES OF THE MIND

The Movies of the Mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains, and involves imagining and/or picturing something in the mind. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface and
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind of when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics would follow and students would build new information upon old, recalled knowledge.

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SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or concept, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts, and the parts to the whole.

The use of semantic webbing for students with reading and writing difficulties may:

- serve as a graphic advance organizer, assisting students to process new information as they read
- help plan original discourse
- assist students to construct a model for organizing and integrating information.

The teacher may use webbing as a diagnostic tool by determining:

- the information students derive from a reading
- the limits of individual student's capabilities to construct categories and relationships.

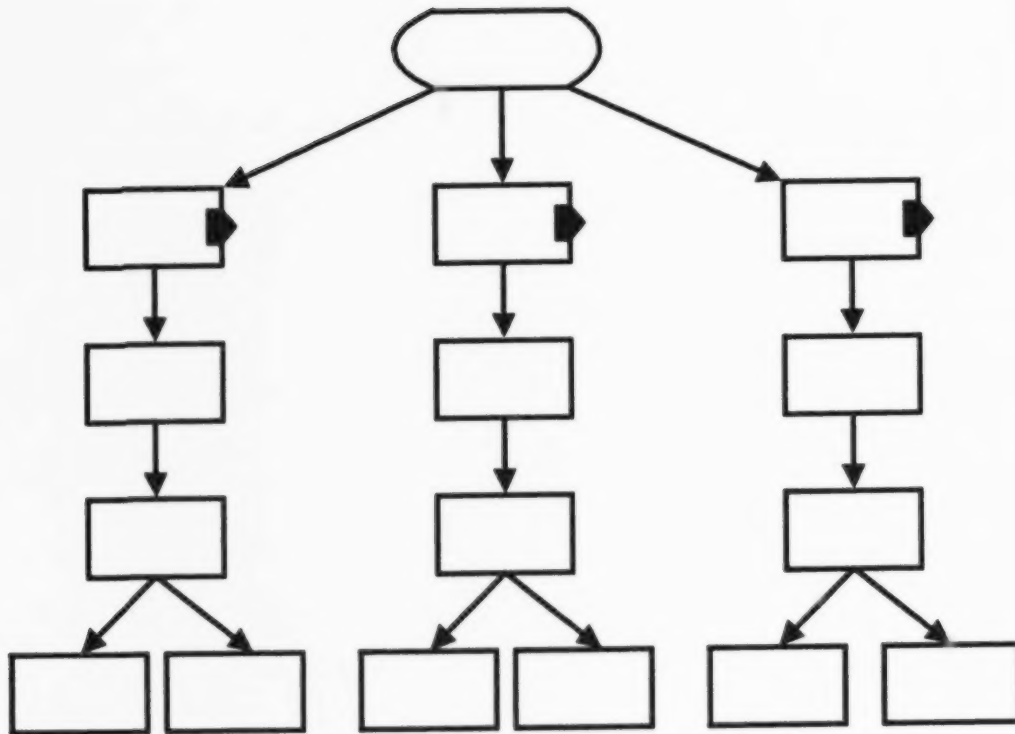
The semantic webbing strategy will prove useful:

- As a pre-reading activity:
 - students can brainstorm and make predictions about the reading
 - an advance organizer, to introduce new/difficult vocabulary. The web or map may be constructed on the chalkboard and partially completed prior to the activity.
- As an activity during reading:
 - the teacher partially constructs a descriptive or expository web and distributes this to the students. The students complete the web as they read, verifying from the text reasons for their selections. As they locate explicit and implicit text clues, these are written in the boxed nodes or strands.
- As an activity after reading:
 - students can modify/correct a pre-reading web to verify and extend their knowledge.
- As a pre-writing planning activity:
 - students may use a semantic web to initiate a writing assignment.

The purpose of the activity will dictate when and how semantic webbing and mapping strategies will be used. The following suggestions may prove useful.

- To determine knowledge before studying a unit.
- To organize ideas in preparation for reporting a current news event.
- To plan a community partnership activity.
- To review knowledge after completing a unit and prior to an examination.

NARRATIVE SEQUENTIAL MAP (time order)



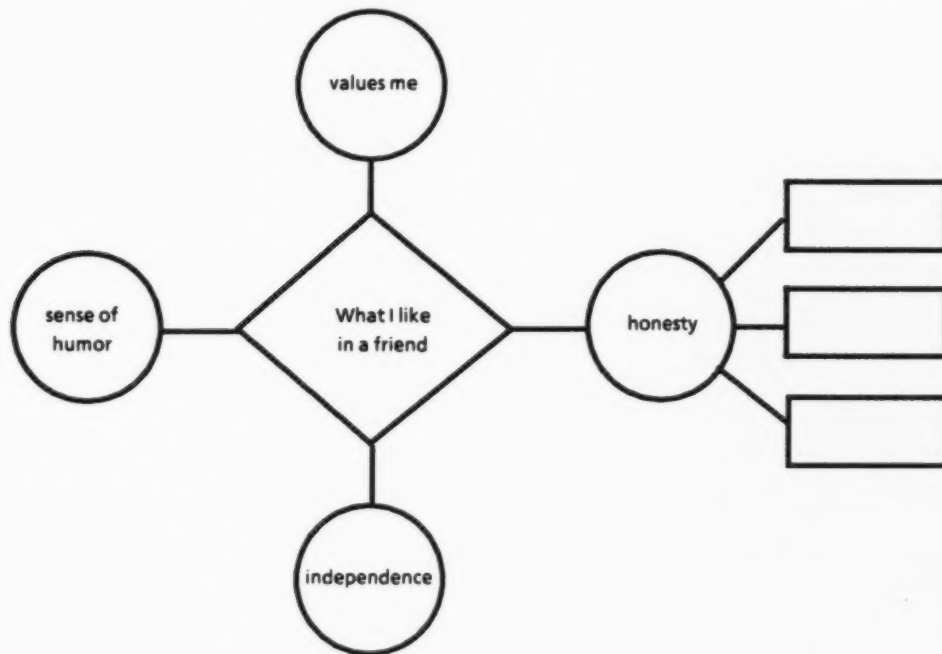
This "map" configuration may be used to visually display:

- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting an accident, a news event).

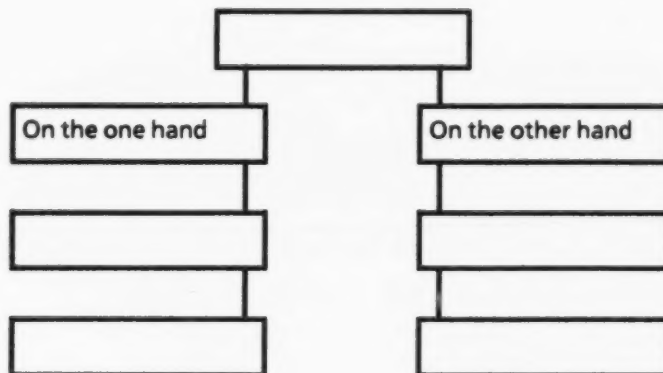
This semantic web configuration may be used effectively beginning in Grade 8. Teachers may wish to revise the above web as appropriate to the activity (e.g., the bottom six figures may be removed).

EXAMPLES OF WEB CONFIGURATIONS

DESCRIPTIVE OR THEMATIC WEB



COMPARATIVE AND CONTRASTIVE WEB



EXTERNAL VS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control – that is, a belief that luck, chance, fate, or the whims of "powerful others" determine the outcomes of personal actions – is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes (e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations have made a difference this term.") Encourage students to accept responsibility for the outcomes of their personal behaviour, and to move towards a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

Scoring Procedure

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g., Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

Interpreting Scores

120 – 100 external locus of control
60 – 40 internal locus of control

The student who answers a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes, it is appropriate to believe in plain bad luck or fate in order to cope and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

Locus of Control Score Sheet

1. Y	11. Y	21. Y	31. Y
2. N	12. Y	22. N	32. N
3. Y	13. N	23. Y	33. Y
4. N	14. Y	24. Y	34. N
5. Y	15. N	25. N	35. Y
6. N	16. Y	26. N	36. Y
7. Y	17. Y	27. Y	37. Y
8. Y	18. Y	28. N	38. Y
9. N	19. Y	29. Y	39. Y
10. Y	20. N	30. N	40. N

Scoring: 3 points if a student responds as per the score sheet.
1 point if a student does not respond as per the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL: STUDENT FORM

INSTRUCTIONS: Answer yes or no to the following questions.

Item	Answer	
1. Do you believe that most problems will solve themselves if you just don't fool with them?	_____	_____
2. Do you believe that you can stop yourself from catching a cold?	_____	_____
3. Are some kids just born lucky?	_____	_____
4. Most of the time do you feel that getting good grades means a great deal to you?	_____	_____
5. Are you often blamed for things that just aren't your fault?	_____	_____
6. Do you believe that if somebody studies hard enough he or she can pass any subject?	_____	_____
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	_____	_____
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?	_____	_____
9. Do you feel that most of the time parents listen to what their children have to say?	_____	_____
10. Do you believe that wishing can make good things happen?	_____	_____
11. When you get punished does it usually seem it's for no good reason at all?	_____	_____
12. Most of the time do you find it hard to change a friend's (mind) opinion?	_____	_____
13. Do you think that cheering more than luck helps a team to win?	_____	_____
14. Do you feel that it's nearly impossible to change your parent's mind about anything?	_____	_____
15. Do you believe that your parents should allow you to make most of your own decisions?	_____	_____

Item	Answer	
16. Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____
17. Do you believe that most kids are just born good at sports?	_____	_____
18. Are most of the other kids your age stronger than you are?	_____	_____
19. Do you feel that one of the best ways to handle most problems is just not to think about them?	_____	_____
20. Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21. If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?	_____	_____
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24. Have you ever had a good luck charm?	_____	_____
25. Do you believe that whether or not people like you depends on how you act?	_____	_____
26. Will your parents usually help you if you ask them to?	_____	_____
27. Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	_____	_____
30. Do you think that kids can get their own way if they just keep trying?	_____	_____
31. Most of the time do you find it useless to try to get your own way at home?	_____	_____
32. Do you feel that when good things happen they happen because of hard work?	_____	_____

Item	Answer	
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	_____	_____
34. Do you feel that it's easy to get friends to do what you want them to?	_____	_____
35. Do you usually feel that you have little to say about what you get to eat at home?	_____	_____
36. Do you feel that when someone doesn't like you there's little you can do about it?	_____	_____
37. Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?	_____	_____
38. Are you the kind of person who believes that planning ahead makes things turn out better?	_____	_____
39. Most of the time, do you feel that you have little to say about what your family decides to do?	_____	_____
40. Do you think it's better to be smart than to be lucky?	_____	_____

Nowicki, Stephen Jr. and Strickland, Bonnie R., "A Locus of Control Scale for Children", Journal of Consulting and Clinical Psychology, Vol. 40, No. 1, 1973, pp. 150-151. Reprinted by permission.

LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an external locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence for mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and to develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below:

LOGICAL/NATURAL CONSEQUENCE

Reality of the situation dominates:
situation-centred

Relates logically to the behaviour

Excludes elements of moral
judgment: good or bad, right or
wrong

Deals with present and future

Teaches the child to be responsible
for personal behaviour

Develops inner discipline

Maintains positive atmosphere with
adults

Influences or leads the child toward
more desirable behaviour; trains for
the future

Retains the child's self-esteem

VS

PUNISHMENT

Power of the authority dominates:
self-centred

Fails to relate logically to
behaviour; arbitrary

Involves some moral judgment:
usually bad or wrong

Deals only with the past

Implies the adult is responsible for
the child's behaviour

Maintains outer discipline

Perpetuates antagonistic
atmosphere

Forces the child to obey: usually
only temporarily effective

Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Have students identify and categorize consequences to the following situations.

	NATURAL/LOGICAL CONSEQUENCE	PUNISHMENT
● sleeping in on a school day ● eating nutritious food ● failing to brush/floss teeth ● completing homework ● borrowing sister's/ brother's sweater without permission ● failing to complete a household chore		

4. Encourage students to contribute situations to categorize.
5. Use questions to discuss the consequences which are most effective in guiding the individual to accept responsibility for his or her behaviour and to curtail the inappropriate behaviour: e.g., Does the consequence have to be severe/painful/ expensive in order to be effective?
6. Discuss behaviour and consequences relative to the school and the workplace.

SCORER: TEST-TAKING STRATEGY

This strategy is designed to aid students to systematically approach test taking.

1. **S – SCHEDULE** your time. The student must think of:
 - a. How many questions are there?
 - b. What are the weightings of the various questions?
 - c. Which questions are easy? difficult? quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one hour time limit is: $60 / 120 = .5$ minutes per question).
2. **C – CLUE** words. Most exam questions have built-in clues. Use them.
3. **O – Omit** the difficult questions. The following procedure is suggested to aid students in this step.
 - a. Move quickly through the test for the initial pass.
 - b. When a question appears easy or you're certain of the answer, answer it.
 - c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
 - d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
 - e. If you still are unable to answer on the second pass, mark the questions again by changing the " + " to a " + + " or to " ✓ / ✓ ". Keep moving.
4. **R – READ** the directions for the entire test and for each test question very carefully.
5. **E – ESTIMATE** your answers. This could have two meanings, according to the type of test question:
 - a. Those involving calculations or problem solving – roughly estimate the 'ball park' figure.
 - b. Multiple choice – take an educated 'guestimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you are penalized for wrong answers.
6. **R – REVIEW**
 - a. Use every minute available to you. Return to the double checked (+ + or ✓ / ✓) difficult questions first. Look for new clue words and hints. Next review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
 - b. Only change answers if you have a good reason to do so.
 - c. Be sure all questions are answered.
 - d. Make certain that your name is printed on all separate sheets.

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TEST-TAKING CLUE WORDS

All or Never: In true-false questions, these words usually indicate a false answer.

Usually or Sometimes: In true-false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

- Compare** – Look at two or more things and find how they are alike.
- Contrast** – The opposite of compare. Look at two or more things and see how they are different.
- Criticize** – Look at something and write about its worth. What might be wrong with it?
- Define** – Give a clear meaning.
- Diagram** – Make a drawing or a chart and label all the parts.
- Discuss** – Explain the good and bad points of something.
- Enumerate** – Answer in an outline form; list all the facts point by point.
- Evaluate** – Similar to discussing, but more emphasis is on individual opinions.
- Explain** – Tell how and why something happened.
- Illustrate** – Support the written/spoken answer with a drawing or chart.
- Interpret** – Give a personal opinion as to how and why something happened.
- Justify** – Prove a personal answer by providing evidence.
- List** – Put the answer down point by point.
- Outline** – List the major and minor points.
- Prove** – Present evidence to justify the answer.
- Relate** – Emphasize points which are similar/different and describe them in writing.
- Review** – Examine the major points of the problem critically.
- State** – Write about the main points omitting any details. Be brief.
- Summarize** – Present the main points only.
- Trace** – Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

Process/Inquiry: Studying Skills

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for one evening, as illustrated below.

ACTIVITY	TIME	TIME IN MINUTES
Return from school	4:30	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, do household chores	6:00 – 7:15	75 min.
Watch TV	7:15 – 8:30	75 min.
Homework/studying	8:30 – 9:15	45 min.
Bathe, wash, etc.	9:15 – 9:30	15 min.
Listen to music	9:30 – 10:00	30 min.
Bed	10:00	

Have students determine the listed activities which may be inflexible or beyond their control, such as mealtimes and household chores, and those which may be flexible, such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

DAILY SCHEDULE

		<u>Total hours/min.</u>
Inflexible time, e.g., chores, meals, etc.		1 hr. 15 min.
Flexible time, e.g.,		
Entertainment		4 hrs. 15 min.
– participating in sports	1 hr. 15 min.	
– watching TV	1 hr. 30 min.	
Personal care	30 min.	
– bathing		
– hair care		
Homework	30 min.	
Studying	15 min.	
Snack	15 min.	
TOTAL TIME: 5 hrs. 30 min.		

Have students refer to their personal time chart/daily schedule and complete the following activities:

- Calculate the percentage of total time devoted to activities during flexible time such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject per evening to study.

Remind students that managing time by completing homework and studying daily may decrease the time a student will need to spend studying prior to an examination and increase success.

A STUDY GUIDE FOR READING

1. Suggest an alternative, short title for the section you have just read. _____

2. Two main ideas in this section are:
 - _____
 - _____
3. Three details or facts you would like to remember from this selection are:
 - _____
 - _____
 - _____
4. What did you find especially interesting or surprising in this selection? _____

5. What word or words from this selection do you think the author chose rather carefully? _____

6. Indicate any words, sentences, or paragraphs in the selection you would like to discuss in class or have explained:
Page: _____ Line: _____
7. If the author of this selection were available to you, what questions would you ask or what comments would you make to him or her? _____

8. What, if any, mental images did you form while you were reading this selection? _____

9. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

Very Interesting	Not Very Interesting
Very Easy to Read	Not Very Easy to Read
Very Informative	Not Very Informative

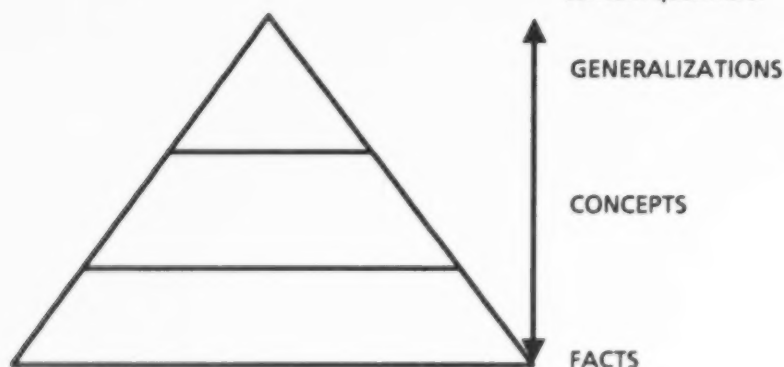
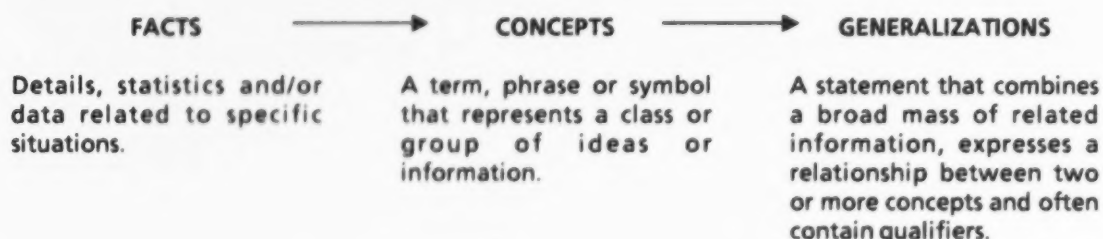
Reference

Smith, Richard J., "A Study Guide for Extending Students' Reading of Social Studies Material", The Social Studies, Vol. 78, No. 2, pp. 85-87.

GENERALIZATIONS IN SOCIAL STUDIES

Facts and concepts can be used to form general statements that are nonspecific and have broad applicability. These general statements are called generalizations. Assist students to develop generalizations in social studies and to apply knowledge about generalizations to other subject areas, at home, in the workplace and in the community.

The following illustrates the relationships among facts, concepts and generalizations:

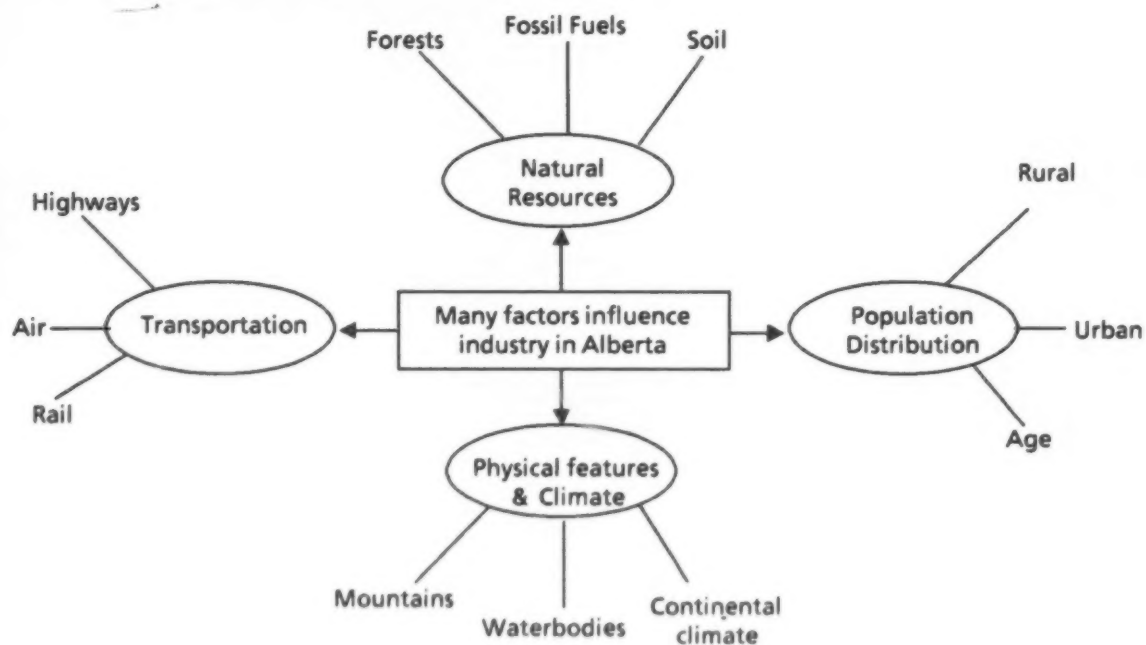


e.g.,

FACTS	CONCEPTS	GENERALIZATIONS
- many European people settled in western Canada to farm - many Japanese people worked on the railroads	Multiculturalism Interdependence	The many cultural groups in Canada contribute to the experiences of all Canadians.
- statistics on Russian winters - data on U.S.S.R. resources - production increase/decrease - manageability of Soviet rivers	Geography Industry	The physical environment provides opportunities, yet also imposes limitations.

FACTS	CONCEPTS	GENERALIZATIONS
• awareness of personal feelings helps one to understand others • developing communication skills will enhance interaction • relating to others will increase tolerance	Personal/interpersonal development Citizenship	Responsible citizenship involves personal and interpersonal awareness.

1. Provide opportunities for students to form generalizations throughout the program.
2. Use critical/creative thinking strategies to relate facts, concepts and generalizations.
e.g. SEMANTIC WEBBING



3. Have students evaluate their generalizations to determine whether they are logical and relate to the facts and concepts.

Communication

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Safe Classroom Environments: Emotional/Physical" and "Evaluation", in the preamble to this document, pp. 7-8, 9-10.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.
- Contribute specific examples of positive behaviours and constructive criticisms.
e.g., Jason, I liked the way you nodded your head and smiled when you were listening to Sharon.
Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas.
If you put this sentence after this one, Bobby, would the meaning be clearer?
- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.
- Provide examples of appropriate behaviours rather than listing inappropriate behaviours.
e.g., Instead of saying: Don't interrupt.
You didn't remain on topic.
Consider saying:
Listen to everyone. We all have something important to contribute.
That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic.
- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours.
e.g., If the discussion has varied from the topic, ask students for strategies that may be used by group members to remain on topic.
If a student is not participating, ask students to contribute strategies designed to include everyone.
If a paragraph does not focus clearly on the thesis statement, ask the student to suggest ways to adjust the writing to support the thesis statement.

TEACHING STRATEGIES

MODEL FEEDBACK BEHAVIOUR

Provide feedback:

- to the entire class after completing a group activity, such as analyzing a community partnership experience
- to small groups after completing a group project, discussion, etc.
- to individual students about participation in groups, written work, etc.

COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared.

e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation and provide opportunities for students to obtain a thorough understanding of the focus.

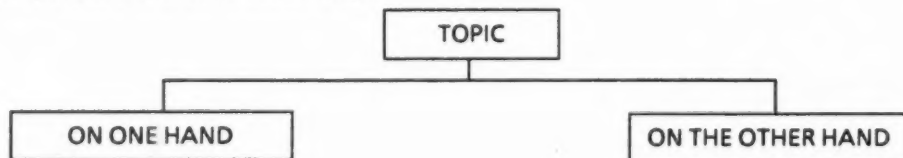
e.g., The intent of the feedback may be to focus on whether the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK, TECHNIQUES AND TOOLS (See "Evaluation" in the preamble to this document, pp. 9-10, and Process/Inquiry.)

e.g., de Bono's PMI

Plus	Minus	Interesting

Comparative and Contrastive Maps



PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion, the focus may increase to two or three skills and/or behaviours, and the subject of the evaluation may vary.

Communication: Listening

GUIDELINES FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers and guest speakers may deliver the four presentation types addressed at the Grades 8 and 9 levels, which include:

- A. **Sequence of events** – retelling an eyewitness account, a story or a personal experience.
- B. **Cause and effect** – identifying consequences, focusing specifically on the causes and effects of a situation.
- C. **Fact and opinion** – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- D. **Demonstration** – informing and/or instructing about a familiar activity.

The models outlined below may be altered/expanded upon by the teacher as determined by the needs of the students and the nature of the presentation.

A. SEQUENCE OF EVENTS

Presentation title: _____ Name of Presenter: _____

Presentation type: retelling an eyewitness account _____
retelling a story _____
retelling a personal experience _____

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

Event 1: _____

Event 2: _____

Event 3: _____

4. Briefly tell the conclusion to this sequence of events.
5. What was unusual/interesting about this presentation?

6. Write a question you would like to ask the speaker about the sequence of events (to clarify a point, to expand information).

B. CAUSE AND EFFECT

Presentation title: _____ Name of Presenter: _____

1. Complete the following chart as the speaker presents.

CAUSE	EFFECT
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

- List two people/groups/countries . . . involved.
- Briefly describe the setting (time/place) of this presentation.
- State the main idea of this presentation.
- Briefly tell the conclusion of this cause and effect presentation.
- What was unusual/interesting about this presentation?
- State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
- Be prepared to discuss the positive and negative effects of one of the causes from the chart.

C. FACT AND OPINION

Presentation title: _____ Name of Presenter: _____

1. What is the main idea of this presentation?
2.
 - a. State the opinion expressed by the speaker.
 - b. Is the opinion expressed by the speaker a personal opinion or the opinion of another individual?
3. List supporting details for the opinion.
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
7. Do you agree or disagree with the opinion expressed by the speaker?

D. DEMONSTRATION

Presentation title: _____ Name of Presenter: _____

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question that you would like to ask the presenter about the demonstration.

Communication: Listening

LISTENING RESPONSE SHEET

Name _____ Date _____

Title of the Presentation _____

Name of Presenter _____

1. What did you like best about this presentation? _____

2. What was the main idea of the presentation? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the presenter? _____

5. What would you like to know more about? _____

6. Complete the PMI chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation? _____

Communication: Listening

LISTENING SURVEY

Name: _____

Date: _____

INSTRUCTIONS: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

- _____ Paid attention to others' thoughts and feelings
- _____ Maintained eye contact
- _____ Used non-verbal listening skills; such as _____, _____ and _____
- _____ Spoke without interrupting someone else.
- _____ Helped someone else join the conversation.
- _____ Helped someone to share personal feelings openly.
- _____ Told another person what I liked about him/her.
- _____ Found a positive way to handle a negative situation.
- _____ Explained my own ideas/opinions clearly without putting others down.
- _____ Gave a helpful suggestion.
- _____ Allowed others to share and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

Name two communication skills you would like to improve.

Communication: Listening

VERBAL NON-LISTENING

Purpose: To assist students to become aware of, and monitor, personal use of inappropriate verbal listening behaviour.

INSTRUCTIONS

- Organize students into pairs.
- Have students select one person to be "A", the other to be "B".
- Assign "A" a topic to discuss while "B" displays verbal non-listening skills.
- Switch roles and assign another topic.

Topics: My favourite after school activity/food/television program/movie/sports event is . . .

- Have students identify inappropriate listening behaviours and write them on an overhead or chalkboard.
- List behaviours below and have students categorize the inappropriate non-listening conduct that has been identified in each.

Behaviour	Example
Interrupting	Statement: I went to a movie Saturday night and . . . Response: Don't you hate the prices of food at the movies? I think they are too expensive, and I . . .
Using "Me too"	Statement: I had a great time Saturday night . . . Response: Me too! You won't believe what we did!
Advising	Statement: I'm worried about my friendship with Barb. I don't think she wants to be my friend anymore. Response: So what? I told you not to bother with her in the first place. What good is she to you anyway?

DEBRIEF THE ACTIVITIES USING THE FOLLOWING

- Is there someone in your life who is difficult to listen to? Why?
- What could you do to be a better listener to that person?
- Have you experienced occasions when people have not listened to you?
- Who is someone who really listens to you?
- Which non-listening behaviours do you use most often?
- Which non-listening behaviour annoys you the most?

Provide opportunities for students to make tape recordings of role playing activities where the characters use inappropriate and/or appropriate verbal non-listening skills.

Play these back to the class having students list and categorize the skills.

A SEQUENCE OF SPEECHES

It is important for students to become self-confident about their oral language abilities. Many students will make their livelihood in the service industries where frequent oral language exchanges will be necessary. Employers value people who communicate effectively and with ease.

Planned speeches may be included in the social studies program. As students advance from Grade 8 to Grade 11, speeches should progress from self-centred topics to the critical analysis of an issue and the time element should increase. The time frame provided below may apply to Grades 8 and 9 students.

Speech 1 (1-2 minutes)	Speech 2 (2 minutes)	Speech 3 (2-3 minutes)	Speech 4 (3 minutes)
Suggested topics: • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done	Suggested topics: • A demonstration on something I do well (e.g., apply makeup, curl a friend's hair, shoot basketballs, sketch cars)	Suggested topics: • A book presentation • A film you should (or should not) see • A TV program you may enjoy	Suggested topics: • A report on an interview with someone in the workplace (e.g., job shadowing assignment)
Objectives: • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness	Objectives: • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become increasingly fluent in speaking before an audience • to learn the value of gestures and body movements • to learn to use props and visual aids appropriately	Objectives: • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience	Objectives: • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the quality and authenticity of the information

TEACHING STRATEGIES

Teachers must prepare students for delivering formal speeches using a variety of preliminary activities, which will serve to develop speaking abilities at an appropriate pace for each student. The following suggestions may assist teachers when planning instruction designed to develop speaking abilities:

- class discussions
- peer discussions in pairs
- individual question/answer sessions or discussions with the teacher
- discussions in small groups
- reading and/or presenting to the teacher, peer or a small group
- a group presentation where each member presents a section.

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism using the "Speech Evaluation Guide" which follows. Overused or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of speech disfluencies (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, opportunities could be provided for students to present impromptu speeches. Initiate these 50 to 90 second presentations using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "Why I like skating/skiing/swimming . . ."
- "My favourite person is . . ."
- "The legal age for driving a motorbike should be lowered because . . ."

Communication: Speaking

SPEECH EVALUATION GUIDE

Name: _____

Date: _____

Topic: _____

	<u>Yes</u>	<u>Needs Improvement</u>
1. The speaker was adequately prepared. Comment: _____	_____	_____
2. There was a definite introduction, body and conclusion to the presentation. Comment: _____	_____	_____
3. The speaker made eye contact with the audience. Comment: _____	_____	_____
4. The speaker was able to control nervousness. Comment: _____	_____	_____
5. The speech was audible and clear to all listeners. Comment: _____	_____	_____
6. The speaker used notes/cards in a way that did not interfere with the main purpose of the speech. Comment: _____	_____	_____

Identify and comment on the speaker's strongest point. _____

Give two specific suggestions for improvement. _____

READING PROCESS

I. Pre-Reading		II. Active Reading	III. Post-Reading	
1. ESTABLISHING THE CONTEXT 1. Focussing prior knowledge 2. Building background through - experiencing and observing - sharing personal experience - brainstorming - discussing - writing about personal experience - interviewing - asking and answering questions - reading - drawing - listening to music - looking at slides, photographs, films - creating charts, diagrams, maps - constructing models - playing games - role playing	2. FOCUSING ON THE READING TASK 1. Forming intention 2. Anticipating meaning through prediction of the intention, content, and structure of a selection 3. Previewing the text in order to apply appropriate reading comprehension strategies through - asking questions (students' own) - working in pairs or small groups to generate questions - skimming for information gained from - format - print signals - illustrations - discussing organizational features of the selection - reading a selected passage to develop a sense of how the selection is written - using cloze procedures as a predictive technique - using advanced organizers - using group prediction activities - webbing	3. READING AND COMPREHENDING THE SELECTION 1. Experiencing the selection in a variety of ways: - independent - guided reading - listening 2. Predicting, confirming, changing or rejecting predictions 3. Actively interrogating the text by asking questions, finding answers, and making comments	4. RESPONDING, CONSOLIDATING MEANING 1. Reflecting on what has been read 2. Responding personally and critically in a variety of modes 3. Organizing meaning for oneself 4. Sharing meaning with others 5. Clarifying and consolidating meaning 6. Reshaping ideas and forming new inferences 7. Developing literary and communication skills 8. Responding creatively through - generating questions - hypothesizing and sharing interpretations - re-reading selected passages - presenting rehearsed oral readings - making oral and visual presentations - using discussions based on student-prepared questions - retelling the story or parts of it - dramatizing a story episode - working out order of details - determining meaning of individual words - reading a whole paragraph to follow directions, providing a title for the paragraph - using cloze procedures - studying word meanings and structured features in context - writing in a variety of formats - examining features of style - examining literary techniques	5. EXTENDING THE CONTEXT 1. Extending students' experiences with ideas in the selection 2. Extending students' language experiences beyond the text through - reading related literature - writing a variety of forms (fictional, poetic, dramatic, documentary) - viewing film, photographs, models, displays - discussing ideas and experiences inspired by the selection - representing in other media - researching and reporting on self-selected or assigned topics - reading for information - organizing information by charting data - interviewing and transcribing - comparing and contrasting with other elections - using puppets - using improvisation or mime - listening and responding to stories, poems, informational material, plays, music, conversations, environmental sounds presented "live" or on tape by teachers or students - constructing models - illustrating, drawing

ADJUSTING READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600-800 w.p.m. and scan for information at 1000+ w.p.m.¹ Students must become increasingly able to evaluate the reading task and to adjust their reading rates according to the task demands which may include:

- locating a phone number in the phone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get an overview of the news
- reading a news story for detail
- reading for subject related information
- reading math problems.

Occasionally a combination of the three strategies of skimming, scanning and intensive reading is required.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – skim to obtain the main idea of the material and the author's organizational style. The material will be read intensively later.
- **overview skimming** – limited time is available for reading and the student chooses to read shortened, simplified or interpreted versions, rather than the original material.
- **review skimming** – the material is re-evaluated. This is an important study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should be taught to look for:

- graphs
- tables
- illustrations
- headings and sub-headings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content.

Teachers can prepare a study guide to help the students process the text. A sample is provided in Process/Inquiry, "A Study Guide for Reading".

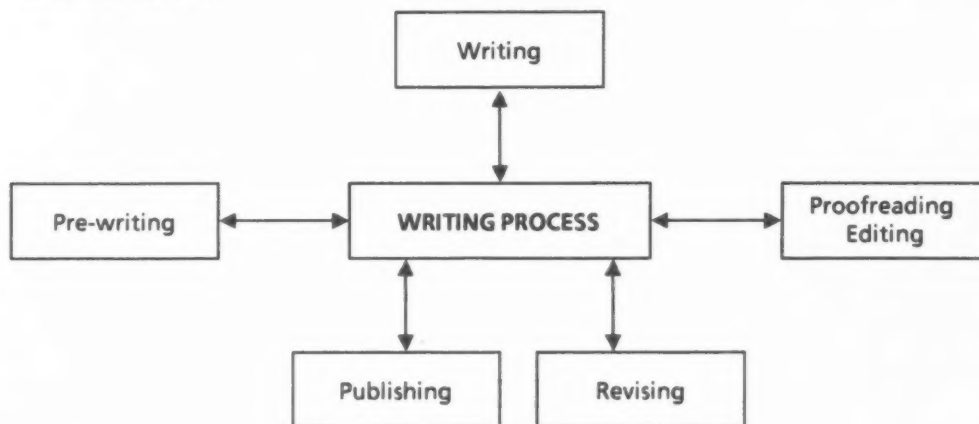
1. Alley, Gordon, and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Love Publishing Company, Denver. 1979, p. 83.

Communication: Writing

WRITING PROCESS

The WRITING PROCESS is recursive, rather than linear. WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS.

e.g., When revising a paragraph, the writer may return to the pre-writing stage for new ideas and/or directions.



The WRITING PROCESS will include the following:

PRE-WRITING ACTIVITIES

1. Generate ideas
 - brainstorm
 - use semantic webs and maps
 - read, discuss, ask, view, listen.
2. Organize information
 - identify the audience
 - identify a subject, topic, main idea
 - apply various strategies to generate and organize information, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc.
 - recognize personal feelings about the subject, topic, main idea
 - determine the purpose of writing
 - write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., People from all over the world travel to Alberta for their summer vacation.

- discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus.
e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:

- read aloud to self or a classmate
- read, record and play back writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to pre-writing activities and ideas when necessary
- ask the following questions:
 - Is the thesis statement thorough and clear?
 - Is the point of view expressed clearly?
 - Are the facts true and do they relate to the thesis statement?
 - Are the facts supported by appropriate and relevant details?
 - What should be increased, decreased, removed?
 - What is good? needs improvement?
 - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

ORGANIZING DATA

OUTLINE

The following outline may aid students in organizing their thoughts during the pre-writing or pre-reporting stage.

Title _____

I. Main Idea

A. fact/supporting detail

B. fact /supporting detail

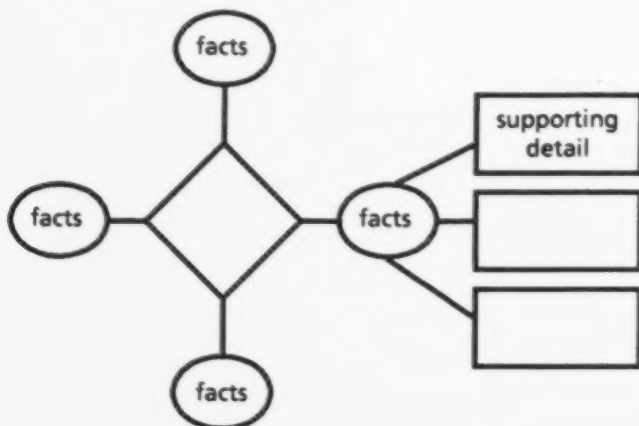
II. _____

A. _____

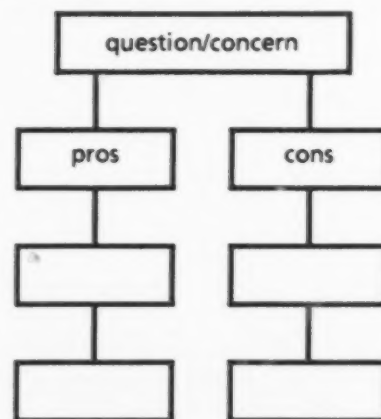
B. _____

Semantic webs or maps and comparative/contrastive maps can also be used as pre-writing activities. Two simple configurations, which will help in forming an outline for the writing activity, are offered as examples.

SEMANTIC WEB/DESCRIPTIVE MAP



COMPARATIVE AND CONTRASTIVE MAP



JOURNAL WRITING

Many approaches to the journal writing component of the social studies program are possible. A prime benefit may be that journal writing encourages an expression of the student's own ideas and thoughts. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand the use of journals as learning tools by offering specific, non-threatening suggestions. Computers and word processing programs may be used by students for journal writing.

Although writing journals is an appropriate learning activity, teachers are cautioned against overusing journals. Determine the extent of journal use in other classes and plan journal writing accordingly.

SUGGESTIONS FOR JOURNAL WRITING

- encourage students to use a loose-leaf binder
- partake in this activity and share entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read them to gain insights into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write, and the expressing of ideas and thoughts
- journals are not for everyone . . . but you may only find that out by trying.

TITLES AND TOPICS FOR JOURNAL WRITING

- My Practical Arts Log
 - comments and descriptions of projects
 - new words/technical vocabulary
 - sketches, diagrams, explanations, questions
- Science Journal
 - definitions of terms
 - notes on observations
 - notes on concepts not understood
- TV Viewing Journal
 - schedule for viewing
 - programs watched and reasons why
 - summarize a TV movie enjoyed recently
 - summarize events of a serial program and make predictions
- Social Studies Journal
 - students' reactions to controversial issues in the news:
 - elections
 - laws
 - travel
- Personal Growth Journal
 - a form of diary summarizing experiences at home, with friends and in the community.

References

Fulwiler, Toby. "Journals Across the Disciplines". English Journal Vol. 69, 9, December 1980, pp. 14-19.

Alberta Education, Curriculum Support Branch. *The Writing Process Using the Word Processor*. 1988.

Communication: Writing

RAFTS

During the pre-writing activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with

- R – a role from which to do the writing. The role may be as intimate as self or as remote as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experiences.
- A – an audience for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.
- F – a format in which to write. Students need to experiment with a variety of formats which may range from lists to reports.
- T – a topic about which to write. Topics need to relate to the role and audience selected.
- S – a strong verb which aids the student in vocabulary selection and setting the tone of the writing.

ASSIGNMENT FORMAT

As a role, to an audience, write a format about a topic using a strong verb.

e.g., As a river, to the MLA, write a letter about industrial pollution which condemns ineffective pollution laws.

Students or teachers may alter the order to the RAFTS variables.

SAMPLE VARIABLES FOR RAFTS

Role	Audience	Format	Topic	Strong verb
robot	scientists	speech	technology	advising
self	self	diary	weekend	informing
self	Premier	cartoon	political issue	complaining
motorcycle	young people	song	accidents	warning

Resource

Alberta Education, Curriculum Support Branch. *The Writing Process Using the Word Processor*. 1988.

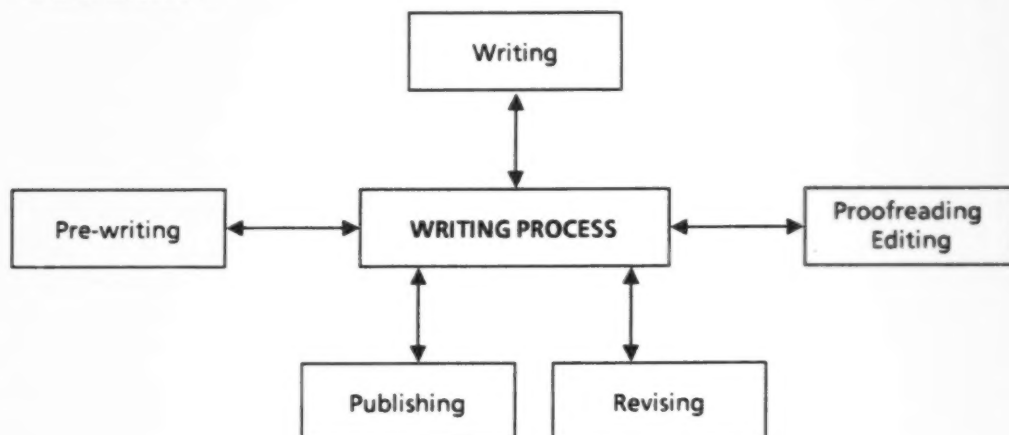
Communication: Writing

A BIOGRAPHICAL REPORT

PURPOSE: To write a biographical sketch about a member of your family, someone you know well or someone you admire.

The **WRITING PROCESS** is not linear. Writing involves continuous movement between and among the various stages in the process.

e.g., When revising a paragraph, the writer may return to the pre-writing stage for new ideas and/or directions.



The **WRITING PROCESS** will include the following:

PRE-WRITING ACTIVITIES

1. Generate ideas
 - brainstorm
 - use semantic webs and maps
 - read, discuss, ask, view, listen.
 2. Organize information
 - identify the audience
 - identify a subject, topic, main idea
 - apply various strategies to generate and organize information, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc.
- e.g.,

Physical Traits	Personality Characteristics	Life Experiences

- recognize personal feelings about the subject, topic, main idea
- determine the purpose of writing
- write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., Nellie McClung was a great Canadian historical figure because she paved the way for women today.

The person I admire most is David Suzuki, who continuously expresses his concern about the Canadian and world environment.

- discard details that are not relevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus:
e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.
 - Nellie McClung's strong personality, sense of humour and quick wit enabled her to convince the male dominated Canadian government that women were more than simply "soft and sentimental". (The focus is life experiences, personality characteristics are used to enhance the focus.)

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:

- read aloud to self or a classmate
- read, record and play back writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to pre-writing activities and ideas when necessary
- ask the following questions:
 - Is the thesis statement thorough and clear?
 - Is the point of view expressed clearly?
 - Are the facts true and do they relate to the thesis statement?
 - Are the facts supported by appropriate and relevant details?
 - What should be increased, decreased, removed?
 - What is good? needs improvement?
 - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

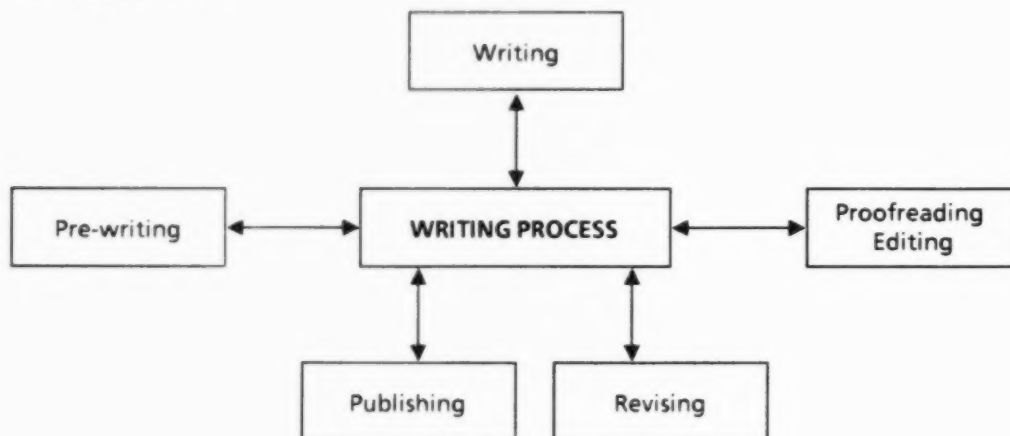
Communication: Writing

AN OPINION REPORT

PURPOSE: To write a paragraph/essay expressing a personal opinion about a person or issue.

The **WRITING PROCESS** is not linear. Writing involves continuous movement between and among the various stages in the process.

e.g., When revising a paragraph, the writer may return to the pre-writing stage for new ideas and/or directions.



The **WRITING PROCESS** will include the following:

PRE-WRITING ACTIVITIES

1. Generate ideas
 - brainstorm
 - use semantic webs and maps,
 - read, discuss, ask, view, listen.
2. Organize information
 - identify the audience
 - identify a subject, topic, main idea
 - apply various strategies to generate and organize information, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc.

e.g.,

My Opinion	Other's Opinion

- recognize personal feelings about the subject, topic, main idea.
- determine the purpose of writing
- write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., Technology has increased the quality of life for most, but not all, Canadians.
We are not Canadians, we are Northern Americans!

- discard details that are not relevant to the thesis statement
- determine a focus and use the remaining information to enhance that focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Communication, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
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- conclude the paragraph/report by summarizing the topic and point of view.

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Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

Communication: Writing

I-SEARCH REPORT

Students may need assistance in developing research skills, such as locating and gathering information, analyzing and evaluating the truthfulness of information, synthesizing information from a variety of sources and extracting needed information. A thoughtlessly assigned research project may become a lesson in plagiarism rather than a useful learning activity.

Students can successfully research and report information. A logical starting point is to have students engage in an I-Search Report where the information must come directly to the student through activities such as interviewing or experiencing (e.g., spending a day in a wheelchair and reporting to classmates). The I-Search Report may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an I-Search Report. (See Communication, "Writing Process".)

1. Select a topic. Brainstorm/list several issues/topics/people you are interested in. Select one for the I-Search report.
2. Narrow the topic. List questions you want answered about the topic.
3. Determine what you already know and what you really need to know by making a chart:

WHAT I KNOW	WHAT I NEED TO KNOW

4. Conference with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for help – tips, names, addresses, phone numbers of experts, whatever.
5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.
6. Before you interview people about your topic, determine the most appropriate way to approach them -- through an introduction or directly? by telephone/letter?
7. Schedule an interview time that is suitable to them.

Prepare interview questions prior to the interview to avoid questions that would provide "yes" or "no" answers. (See Asking and Answering.)

8. Know something about the topic before you interview. Approach your interview positively. Avoid "I'm sorry to bother you. I know you're a very busy person and don't have time to talk to little people like me. . . ." Authorities are usually busy or they wouldn't have become experts. Often they enjoy helping others because it provides the opportunity to talk about what they love.

9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. You have provided them with the opportunity to refer you to other people or locations to obtain information if their time is restricted.
10. Takes notes by jotting down any pertinent information you obtain from the interview.
11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether the company or institution is reputable and whether the facts and details support each other.
12. Consult both first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers, or people who tell you about what others have done). Remember that experts are persons who know a great deal about something and they need not hold an official position or be a certain age.

FORMAT FOR AN I-SEARCH REPORT

An I-Search Report may be organized in four parts according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.
2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).
3. Where I searched and the information I obtained.
4. What I learned and what I still need to know.

The I-Search report may be written in a formal or informal manner.

Reference

Macrorie, Ken, *Search Writing*, Boynton/Cook Publishing Inc., 1984, pp. 62-65.

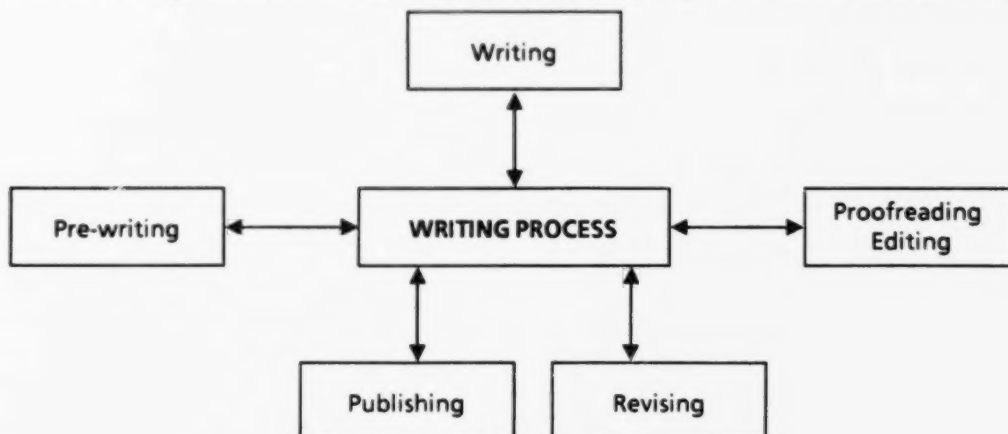
COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and postwriting performances. Computer assisted activities could include:

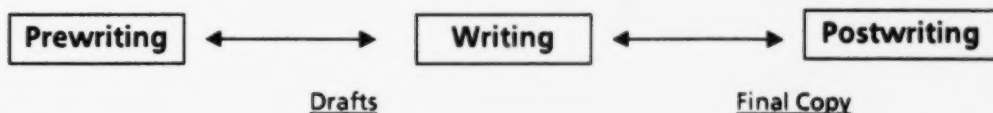
- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The WRITING PROCESS is not linear. Writing involves continuous movement between and among the various stages in the process.

e.g., When revising, the writer may return to the pre-writing stage for new ideas and/or direction.

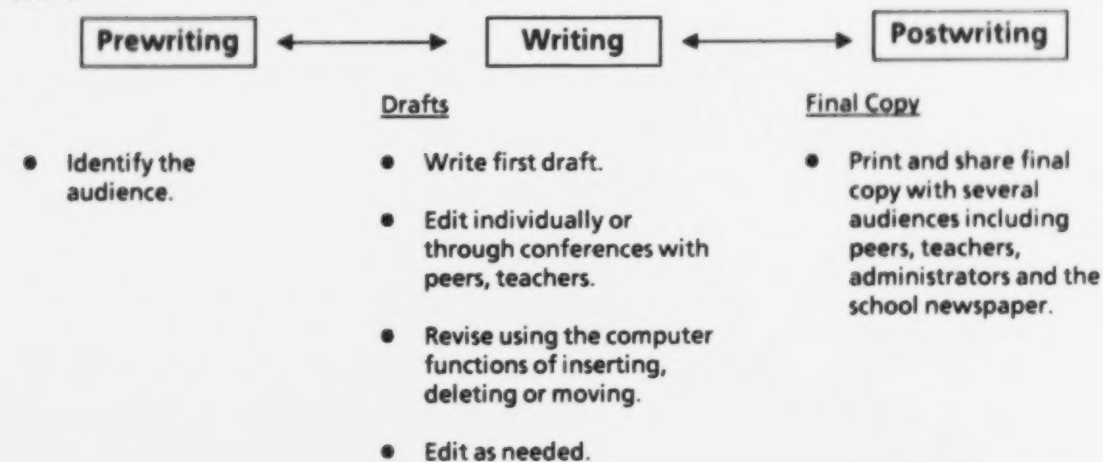


The following illustrates computer/word processing program use in the language arts classroom.



- Brainstorm/recall topics, vocabulary, descriptive phrases, facts, details, generalizations.
- Use computer functions to organize and sequence material generated during the prewriting activity.
- Write a final draft focussing on correctness and precision.

cont'd



Reference

Alberta Education, Curriculum Support Branch, *The Writing Process Using the Word Processor*, December, 1988.

Communication: Writing

COPS: SELF-CORRECTING STRATEGY*

DESCRIPTION OF STRATEGY

- C** – Are the first words in each sentence as well as the proper names capitalized?
- O** – How is the overall appearance and readability (i.e., spacing, legibility, indentation of paragraphs, neatness, use of complete sentences...)?
- P** – Is the punctuation correct (i.e., , . : ; !)?
- S** – Are all the words spelled correctly?

Students read a composition four times; each time for the purpose of checking the specific aspect of the piece as represented by letters COPS.

EDITING RULES**

The following editing rules could be used as the passage is being 'COPS' ed.



Misspelled words



Incorrect punctuation and capitalization

Underline

Parts that don't sound right



Insert either a word, phrase or sentence

① ② ③

Reorder sentences or paragraphs

SUGGESTED APPLICATION

1. For proofreading students' own writing after completion of a rough draft.
2. For students checking of each other's work before handing in assignment.

Note: * An adaptation of KU-IRLD strategy

** Written Language Project, University of Arizona, Department of Special Education

Adapted from *SPELT: A strategies Programme for Effective Learning/Thinking: Inservice Edition*. (SPELT International, Ltd.), pp. 78-79. Copyright 1987 by R. Mulcahy, K. Marfo, D. Peat and J. Andrews. Reprinted by permission.

3. For checking group work after each draft.
4. For proofreading essay exam questions.

TEACHING EXAMPLE

1. After students have written a rough draft of a paragraph or essay, have them exchange work in order to 'COPS' each other's compositions.
2. Rather than you, the teacher, correcting work, hand it back uncorrected for the students to 'COPS'. This activity could be used as an initial teaching approach in order to illustrate to the students the effectiveness of the 'COPS' strategy.
3. A modification of the previous procedure would be to mark a paragraph or composition *before* returning it to the students to COPS. Mark the work again after the students have used the COPS strategy of self-correction. Students can compare their marks easily to see the usefulness of the strategy.

(See Writing, "A Checklist for Assessing Student Writing" and "Peer Response Sheet" for additional writing evaluation suggestions.)

Communication: Writing

A CHECKLIST FOR ASSESSING WRITING

Topic/Title _____

Author _____

Date _____

Assessor _____

Use checkmarks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title _____
- stated the purpose of the writing clearly _____
- demonstrated control of the subject _____
- demonstrated that he/she knows the audience _____
- chosen an organizational pattern to suit the purpose _____
- used vocabulary that fits the organizational pattern _____
- written a clear concise topic sentence _____
- provided concrete supporting details and examples _____
- used transitional devices between sentences to enhance the flow and sequencing of ideas _____
- remained on topic _____
- developed ideas further by including appropriate pictures, charts or diagrams and effectively describes these _____
- concluded by recalling the main point and summarizing _____

Expression and Mechanics

- chosen words carefully _____
 - specific _____
 - concrete/abstract _____
 - colourful, descriptive, imaginative _____
 - vocabulary variety _____
 - sensitive to the reader _____
- included sentence variety _____
- avoided shifts in _____
 - personal pronoun use _____
 - verb tense _____
- maintained agreement of person, number and gender in _____
 - subject and verb _____
 - verb tense _____
- used correct punctuation _____
 - comma, period, question mark _____
 - exclamation, quotation marks _____
- avoided spelling mistakes in _____
 - predictable words _____
 - unpredictable words _____
- reflected pride/care for work by turning in work that is tidy, legible _____

Comments:

Communication: Writing

PEER RESPONSE SHEET

Name _____ Date _____

Title _____

Name of Author _____

1. What do you like best about this item? _____

2. What is the main idea of the item? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the author? _____

5. What would you like to know more about? _____

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Express your opinion about the item. _____

Communication: Viewing

VIEWING RESPONSE SHEET

Name _____ Date _____

Title of the Visual _____

Name of Author/Movie Company/Series _____

1. What do you like best about this Item? _____

2. What is the main idea of the item? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the visual? _____

5. What would you like to know more about? _____

6. Complete the PMI chart below.

P Plus	M Minus	I Intersting

7. Express your opinion about this visual. _____

COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages or requires students to work together. Teachers provide a situation that is structured so that students are dependent upon each other to complete a learning task. The basic elements of cooperative learning are:

- positive interdependence of group members
 - common goals
 - division of labour
 - sharing materials, information and resources
 - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor, rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of 4 to 6 members (see Participation, "Sociographs").
- Have each student become responsible for a section of the total task:
e.g., gathering data for a visual, answering one out of four questions, completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty" squads". The "specialty squads" will enable students to master the topic through discussion, note making, etc. Students will develop a plan to present the information to their "team group".
- Use a variety of methods and sources to evaluate student, individual and group performance. (See "Evaluation" in the preamble to this document, pp. 9-10.) Marks should be based on the average of an individual's grade and the average of grades obtained by the rest of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY: PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver may:

- restate the sender's message and feelings (not mimic or parrot)
- preface statements using phrases, such as
 - you think, feel, believe that . . .
 - your position is . . .
- avoid any indication of approval/disapproval
- be accurate
- avoid adding or removing information
- try to put self in sender's position.

Participation: Discussing

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussing strategies and activities, which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have student generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussing experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Communication, "Peer Feedback" and "Evaluation" in the preamble to this document, pp. 9-10.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening when a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions/information/suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit

Participation: Discussing

NON-VERBAL CUES

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain in their desks. Teachers may assign partners to increase class cohesiveness, cooperation, etc. (See Participation, "Sociographs".)

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape recorder which means 'A' does not respond to 'B' in any way, rather, just sits without moving.
- Assign 'B' a topic and permit 30-45 seconds for 'B' to discuss the topic (e.g., "My favourite memory", "My favourite T.V. program").
- Call "stop" and ask 'A' to "play back" the recorded message as close as possible to the original.
- Reverse the above to allow 'B' to be the tape recorder and 'A' to discuss a topic.
- Debrief students after this section by asking questions similar to the following:
 - How did you feel when you were the tape recorder?
 - How did you feel when you were the speaker?
 - Did you want to continue speaking when you had no response from the listener?

Refer to "Examples of Non-Verbal Listening Skills" on the following page and initiate discussion about the use of non-verbal cues.

PART B: POSITIVE, NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to utilize appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics may include "My favourite weekend activity", "Why I like (name or sport)", or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom, model and acknowledge positive non-verbal cues (non-verbally).

- Teachers may wish to praise student behaviour after the first group of students have practised listening skills to direct and reinforce the purpose of the activity.
- Debriefing should be positive. Have students discuss their willingness to talk when someone appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.
- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE, NON-VERBAL RESPONSES

Parts B and C are interchangeable; i.e., teachers may choose to complete Part C with the pupils before Part B.

- Students are again in pairs.
- Instruct the 'A' group to display negative, non-verbal behaviours while the 'B' group are talking. Students must remain in their places.
- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").
- Allow 'B' 30 seconds to talk and reverse roles.
- Some negative non-verbal behaviours may include:
 - avoiding eye contact
 - turning the body away
 - manipulating a pen, pencil, etc., with the hands
 - sighing
 - rolling up the eyes.
- Ask students to describe their feelings when they were the speaker/the listener.
- Compare/contrast the students' feelings and willingness to talk in activities A through C.
- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Continue to provide opportunities for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

Participation: Discussing

DISCUSSION GAMBITS

Students may require additional assistance to develop and apply communication strategies in discussions, to change the topic, to get others in the group to participate, to argue a point, to disagree, and/or to call closure. They may need instruction in using discussion gambits. Following are some useful tools for discussions.

GAMBIT	EXAMPLES
Interrupting	May I make a comment on that? May I add something? May I ask a question?
Steering the discussion	Let's get back to. . . Where was I? What were we talking about?
Offering an opinion or a guess	I'd say. . . I think. . . Could it be. . .
Offering a well-grounded opinion	I'm pretty sure. . . I'm almost positive. . .
Taking a stand	I personally feel. . . Personally, I believe. . .
Asking for suggestions	What would you do? What do you think?
Offering suggestions	I have an idea. . .
Restating someone else's point	What you're saying is. . . You're simply saying. . . You mean then. . .
Correcting oneself	Don't get me wrong. . . What I mean is. . . What I'm trying to say is. . .

GAMBIT	EXAMPLES
Giving examples	To give you an idea. . . For instance. . . To illustrate my point. . .
Summarizing and concluding	So in short. . . To sum up. . . In a nutshell. . . To make a long story short. . .
Agreeing with or correcting someone	That's right Exactly! Correct Not quite No, I'm afraid not. . . You're close. . .
Admitting a lack of knowledge	(I'm afraid) I don't know I'm not sure I forget I can't remember
Disagreeing	That doesn't fit I don't think so Get serious! No way! Get real! Frankly, I doubt...
Closers	Let's wrap this up. . . To summarize our discussion. . .

Reference

Gambits: Openers (1976); *Links* (1979); *Responders, Closers and Inventory* (1979). Copyright by Public Service Commission of Canada and Minister of Supply and Services of Canada.

Participation: Discussing

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

INSTRUCTIONS: Take a few minutes to reflect honestly on your contributions to the class. Put a check next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: _____ Name: _____ Date: _____

1. ☐ I contributed ideas without waiting to be asked.
One idea I contributed was _____
2. ☐ I kept my remarks on topic.
3. ☐ I supported my ideas and remarks with specific details (e.g., I gave an example).
4. ☐ I listened carefully and thoughtfully in my group.
5. ☐ I can recall other group members' ideas.
One important idea was _____
6. ☐ I encouraged other group members to tell more about their ideas.
7. ☐ I asked other group members questions about their ideas.
8. ☐ I showed respect for other member's ideas and opinions, even if I disagreed.
9. ☐ I let other members finish speaking without interrupting.
10. ☐ I changed my mind about something as a result of listening to other members' opinions.
I changed my mind about _____
11. ☐ I think I might have made someone else change their mind about something as a result of an idea I contributed.
The issue was _____
12. ☐ I have a clearer concept of my own concerns/problems as a result of this group discussion.
13. ☐ I have a better understanding of other people's concerns/problems as a result of this group discussion.
14. ☐ Something I learned from today's discussion: _____

Participation: Asking and Answering

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x ?
- What do you call this process?
- What kind of character is John?

When you've established that the student has noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first kind of question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answer but don't realize they have all the pieces to figure it out.

- Well, you knew you needed help; that is a start. Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will I do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!".

Reference

Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influence Student Learning*. Presentation given at 2nd Annual International Ethnography of Childhood Workshop, Camrose, Alberta, July 1-3, 1987.

Participation: Group Dynamics

SOCIOGRAPHS

Purpose: To gather information about students to assist when organizing students for group activities.

Teachers may allow students to select members for group activities, or teachers may organize students according to the objectives/nature of the activity and/or the students.

Teachers may wish to organize students for the following reasons:

- to include students who are not readily accepted by others
- to combine strong students with weaker students
- to enhance interaction among class social groups
- to place disruptive students with less disruptive students
- to combine students to facilitate leadership development.

Students may vary their selections of group members depending upon the nature of the activity.

1. Students will often select their more capable classmates if the activity is demanding and/or required for evaluation purposes.
2. Students will often select their friends, or people with whom they wish to be friends if the activity is less demanding and/or not required for evaluation purposes.

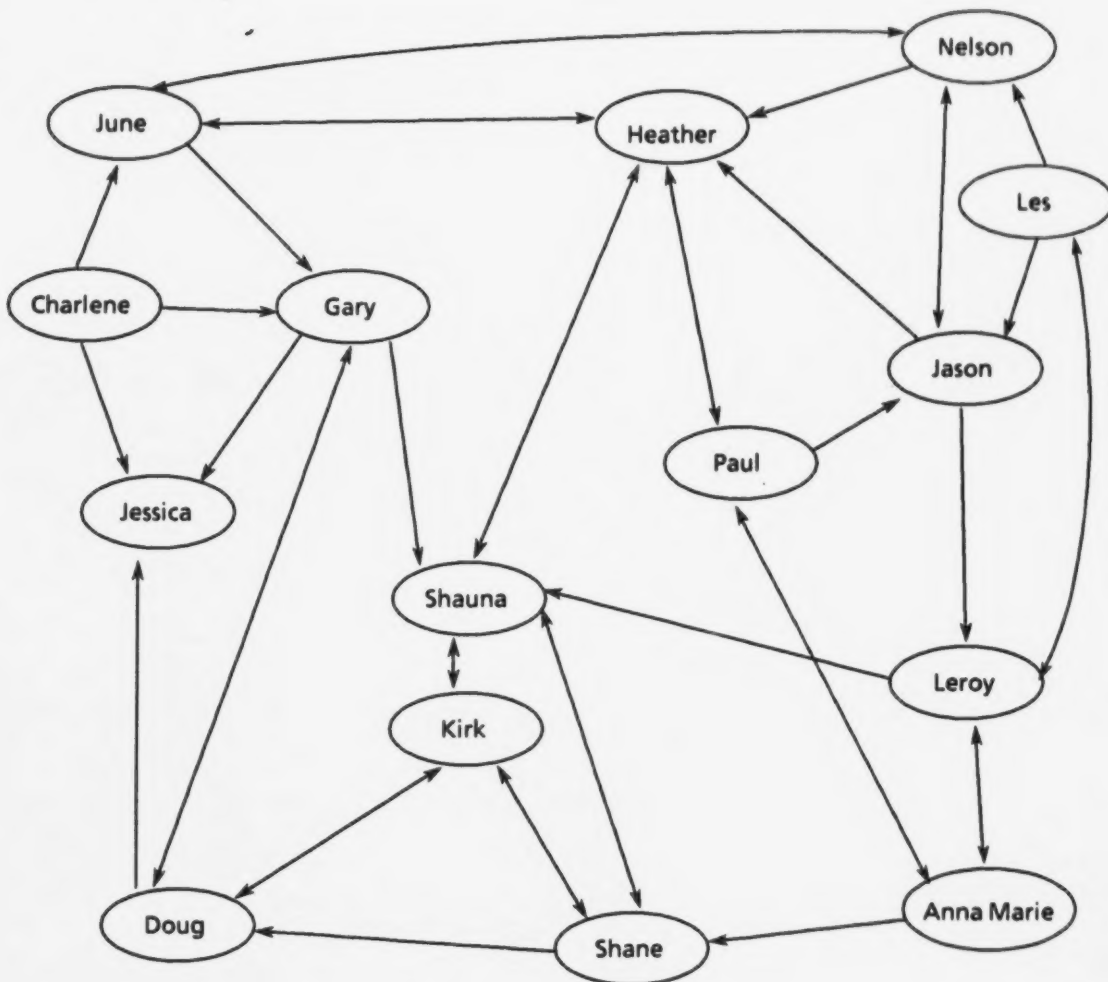
Teachers are encouraged to complete sociographs on several occasions throughout the year in order to examine classroom dynamics and re-organize groups when appropriate.

Two types of sociographs are useful to teachers and may be completed by asking students the following questions and having students select classmates in response to each question.

1. Who would you like to work with?
2. Who would you like to work with when completing a task which requires extensive work and/or which will be evaluated?

Ask the first question listed above and have students name three or four students. One week or more later, ask the second question and have students name three or four students. Responses will remain anonymous.

The following diagram illustrates a sociograph in which each student selected three classmates. Arrows indicate the direction of the selection (i.e., June → Gary indicates that June wants to work with Gary). A double arrow indicates that both students selected each other (i.e., June ← → Gary indicates that June wants to work with Gary, and Gary wants to work with June).



Observations

- Charlene is an isolate; i.e., no one selected her. It would be important to place Charlene in a group with one or two of the most receptive people she selected (Jessica, Gary or June).
- Shauna, Kirk and Shane selected each other, indicating a close bond. This bond could be a positive or negative force during the activity.
- Five people selected Shauna and Heather which may indicate that these students are leaders, popular, academically strong, etc.
- Anna Marie has selected all boys which may or may not result in problems.
- Jessica did not take part in the activity and should be provided with the opportunity to select classmates.

Participation: Group Dynamics

DEALING WITH ANGER

INSTRUCTIONS: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of Anger/ Frustration	Ways I have dealt with anger/frustration	More appropriate strategies

Discuss dealing with anger with your peers and list techniques you may use in future situations. Strategies for controlling anger and/or frustration:

Participation: Group Dynamics

"I FEEL" STATEMENTS

Sometimes we react to other people without expressing ourselves clearly or positively.

People may become angry and resentful, and begin to take our anger out on others or ourselves. A more appropriate method of dealing with anger and frustration is by expressing our feelings directly to the person/people involved using "I feel..." statements.

e.g., Your best friend interrupts constantly when you are talking.

You let your anger build, and shout, "You jerk, stop being so rude."

Using an "I feel..." statement, your response may be, "When you interrupted me, I felt hurt because I had something important to say."

"I feel..." statement formula

- State the problem behaviour: "When you..."
- Express your feelings: "I feel..."
- State a reason for your feelings: "Because..."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel..." statements for each.

<u>Situations</u>	<u>"I feel..." statements</u>
A.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
B.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
C.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
D.	State problem behaviour: _____ Express feelings: _____ State reasons: _____
E.	State problem behaviour: _____ Express feelings: _____ State reasons: _____

Participation: Group Dynamics

INTERPERSONAL DEVELOPMENT

Organize a social studies activity/resource centre in the classroom and encourage students to contribute games, books, magazines, etc.

The following group activities are intended to increase student interpersonal development.

Note: Complete a sociograph several times a year to assist when organizing students for group work. (See Participation, "Sociographs".)

1. Map Puzzle

Purpose: To provide opportunities for students to develop non-verbal communication and cooperation skills.

- a. Draw lines on a world map to separate the continents. Duplicate a map for each student, on different coloured paper. Distribute the maps and have students label the continents and cut along the lines to separate the continents.
- b. Students are to exchange pieces so that each student makes a world map with different coloured continents.
- c. Rules: – Students will use non-verbal communication.
 - Students will exchange map pieces only with the permission of the other student involved in the transaction.
 - Students cannot accept a piece without giving one in return.
 - Students will return to their desks when they have formed their multi-coloured maps.

Alternative Activity: Organize students into groups of four or five. Have students challenge each other by completing the activity within their groups.

2. SS Ten

Purpose: To provide opportunities for students to review geography, people in the news, current events issues, etc., and to develop communication and participation skills.

- a. Organize students into two groups.
- b. Provide opportunities for each group to develop a set of questions and answers to ask the other group. Questions should relate to news events, current thematic unit, etc.
- c. Teachers will also develop a set of questions.
- d. Teachers will initiate the activity by asking a question. The individual who responds first by raising a hand will answer the question on behalf of his/her group.

- e. If the first group answers correctly, it receives 10 points and asks the second group a question.
- f. If the first group fails to answer the teacher's question correctly, the second group may respond. If the second group provides the correct answer, it will receive 5 points and will then ask the first group a question.
- g. If both groups fail to answer the teacher's question correctly, the teacher asks another question and the individual who raises the first hand must respond. (See d).
- h. The group who answers correctly will ask the other group a question. If the second group responds correctly, it receives 10 points and the right to ask the first group a question.
- i. If the second group responds incorrectly, the first group receives 5 points and asks another question. (The group asking the question must furnish the correct answer.)
- j. If the group who asks the question does not have the correct answer, 5 points are awarded to the other group and this group asks a question.

Alternative Activity: Have students develop social studies games similar to "Trivial Pursuit" and "I.Q. 2000". Students would add questions and answers, and would play the game throughout the year.

3. Across Canada Scavenger Hunt

Purpose: To provide opportunities for students to interact with classmates in group situations, to increase interpersonal development and to gain knowledge about the provinces.

- a. Organize students into groups of four or five. Students will remain in these groups throughout the year for this activity.
- b. Have students select a team name, make a thermometer poster to record their scores and decorate the thermometer illustrating their team name. Post team thermometers on the bulletin board.
- c. Initiate the game using the Province of Alberta. Develop a set of clues to direct students to specific people, places and events.
- d. Groups may earn bonus points if they contribute unusual facts and/or items relating to the province.
- e. Have students record scores on their thermometers on a regular basis.

Alternative Activity: Complete a scavenger hunt as a group for Alberta. Then, assign a province to groups of students and schedule time for groups to develop their provincial scavenger hunt. Provide opportunities for students to complete each provincial scavenger hunt during the year.

4. CroSSword

Purpose: To review social studies knowledge and to develop further interpersonal skills.

- a. Have students work in groups to develop crossword puzzles or word-find games, using social studies vocabulary, people, events and/or places in the news, etc.

- b. Collect duplicate and distribute the puzzles to students to make crossword activity books to add to the social studies centre in the classroom. Students would complete puzzles individually or in groups.

5. Additional Activities

- a. Provide opportunities for students to use social studies software.
- b. Obtain a world map jigsaw puzzle for students to complete during the year.
- c. Provide various opportunities throughout the year for students to develop participation, communication and interpersonal skills through discussion activities.

CURRENT AFFAIRS

The study of current news events is inherent to a social studies program. Thematic units provide opportunities to include the study of current news items as they relate to the prescribed knowledge, skills and attitudes of the social studies courses. Teachers are encouraged to address current affairs on an ongoing basis throughout the school year. A supply of media material should be available to students and students should be encouraged to bring appropriate media items from home. A variety of media sources may be employed including:

- local, provincial, national newspapers
- magazines, pamphlets, booklets
- television and radio broadcasts and programs
- public and private institutions, such as libraries, schools, health care agencies, travel agencies.

Relating current world issues to the contexts of the social studies program will enhance student learning. The following examples illustrate the relationship between current affairs and the contexts of world, country, province, community, family and self.

Example: Grade 8

Current Event: Logging occurring in the Brazilian rain forests.	
<u>Consequences</u>	
World	increase in forestry products
↓	
Country (Canada)	decrease in demand for Canadian forestry products
↓	
Province (Alberta)	decrease in revenue from forestry products which may reduce funding for social programs
↓	
Community	decrease in revenue may result in reduced fire and/or police protection
↓	
Family	increase in mobility from forest areas to urban centres because of unemployment
↓	
Self	present: reduction in allowance future: limited employment in the forestry industry.

Example: Grade 9

Current Event: Lack of rainfall results in low crop yield in the Soviet Union.	
<u>Consequences</u>	
World	decrease in wheat from the Soviet Union on the world market
↓	
Country (Canada)	increase in demand for Canadian wheat
↓	
Province (Alberta)	increase in revenue from agriculture which may result in additional support for social services
↓	
Community	increase in personal income may result in economic stability for local retail outlets
↓	
Family	increase in spending flexibility and purchasing power
↓	
Self	present: increase in allowance future: increase in agriculture - related employment opportunities.

SUGGESTED ACTIVITIES

The following activities may be adapted and used in all the Grades 8 and 9 thematic units.

NEWS SOURCES

1. Have students locate current news information sources, such as newspapers, television, radio, billboards, magazines, etc.
2. Have students examine, analyze and/or compare the format and/or layout of:
 - local, provincial, national newspapers
 - various journals (e.g., Alberta Report, Across Canada, Canadian Geographic)
 - television programs (e.g., 60 minutes, W5, 48 hrs.)
 - radio news broadcasts.
3. a. Provide opportunities for students to compare the format used when writing or reporting specific news events from a variety of sources:
 - e.g., main idea and supporting details
 - fact and opinion
 - use of visuals, such as diagrams, photographs, charts.
- b. Have students analyze and/or compare editorials from television, radio, journal and newspaper sources.

4. Encourage students to investigate the use of visuals in reporting by referring to the following:
 - Is the visual clear?
 - Does the visual enhance the broadcast?
 - Does it clarify the news item?
 - Would the report be equally clear without the visual?
 - Describe the visual.
 - Provide opportunities for students to summarize verbally and/or in writing visuals used when reporting.
5. Provide opportunities for students to write, tape record, present, summarize, demonstrate and/or videotape individual and/or group news reports throughout the year. Students often enjoy role playing news/ sports broadcasters.
6. Schedule a television for the classroom in order to view and analyze news programs presented during the day. Initiate discussions about format, accuracy, fact/opinion, clarity, visuals, depth, etc.
7. Have students examine the reliability of news sources.

NEWS AND GEOGRAPHY

1. Place a large world map on the bulletin board. Have students contribute news items and identify the location of the event on the world map throughout the year.
 - Encourage students to clip from print sources and/or summarize news items to attach to the bulletin board adjacent to the map. Run string from the clipping/summary to the geographical location.
2. Distribute world maps to students to locate areas in the news.
 - Have students place on maps main water bodies, directions, equator, tropics, prime meridian, hemispheres, continents, etc.
 - Provide opportunities for students to use latitudes and longitudes to find absolute location of places in the news.
3. Provide students with a variety of atlas activities:
 - to become familiar with the information contained in an atlas
 - to read various types of maps, e.g., political, population distribution, landform and climate maps
 - to read and interpret visuals, such as graphs, charts, legends, diagrams
 - to use latitudes and longitudes to find absolute locations.
4. Have students compare various world representations such as globes and maps.
5. Provide opportunities for students using scales to estimate and/or calculate distances from their community to areas in the news.
6. Have students compare time zones, climate, vegetation, natural resources, population, transportation routes, etc., of areas in the news.

NEWS ITEMS

1. Establish current events files that pertain to the topics of the social studies program. Encourage students to contribute relevant news items as they occur for future reference. Remind students to date and name the source of the articles.
2. Initiate discussion by asking students to share information about current news issues. Have students distinguish between municipal/local, provincial, national and international news.
3. Have students identify the main issues or problems in news items and describe or hypothesize factors contributing to the news event, such as economy, politics, religion, climate, natural disasters, etc.
4. Have students use critical/creative thinking and problem-solving/decision-making strategies to develop alternative strategies to resolve problem/issues presented in current news items.
5. Provide students with a current news headline and/or outline summary and have students write or present a factual news article based on the information.
 - Have students write or present an editorial based on the information.
 - Have students apply an alternative strategy to the problem/issue and discuss the process and results.
6. Encourage students to recognize the influences of newsworthy events on self, community, province, country and world.
7. Conduct an opinion poll related to a current news issue within the school or community. Analyze and discuss the results.
 - Present the information to other students, using charts, graphs, etc.
8. Encourage students to attend and report on school and community events.
9. Provide opportunities for students to examine, formulate and defend personal opinions about current news issues.
 - Organize debates for students to defend their positions related to current issues.
10. Have students follow a current news story which will provide practice in:
 - predicting
 - hypothesizing
 - synthesizing
 - analyzing
 - relating
 - formulating and defending opinions.
11. Encourage students to view the evening news on television and compare the broadcast to a newspaper article covering the same event. Have students note the information that may be represented using one information source, but not in the other.
12. Have students predict the responses of a government representative and/or agency to a current news issue.
13. Have students produce a school newspaper.

POLITICAL CARTOONS

Encourage students to bring political cartoons and/or strips to class for analysis.

1. Conduct a fluency activity (brainstorm) to define a political cartoon.
2. Select and display a political cartoon and discuss:
 - the artist's artistic style
 - the meaning of the caption
 - the relationship between the cartoon and the current issue
 - the use of symbolism, slang, jargon, and/or satire.
3. Invite a cartoonist (e.g., Yardley Jones) to class or view a videotape about drawing cartoons. Initiate a discussion about characterization, creativity, appropriate personalities/topics for cartoons, etc.
4. Follow a comic strip with students that reflects current local, national and/or international issues.
 - Have students predict the contents of forthcoming strips.
5. Distribute political cartoons and provide opportunities for students to analyze the message.
6. Have students draw cartoons relative to current political/social issues.
7. Have students differentiate fact from opinion and/or artist bias in political cartoons.
8. Provide opportunities for students to identify symbolism used in political cartoons.

e.g., a beaver and maple leaf often represent Canada
the term "Uncle Sam" and/or a top hat with stars often represent United States
an individual with no distinguishing features often represents the public's idea of "everyman".

Participation

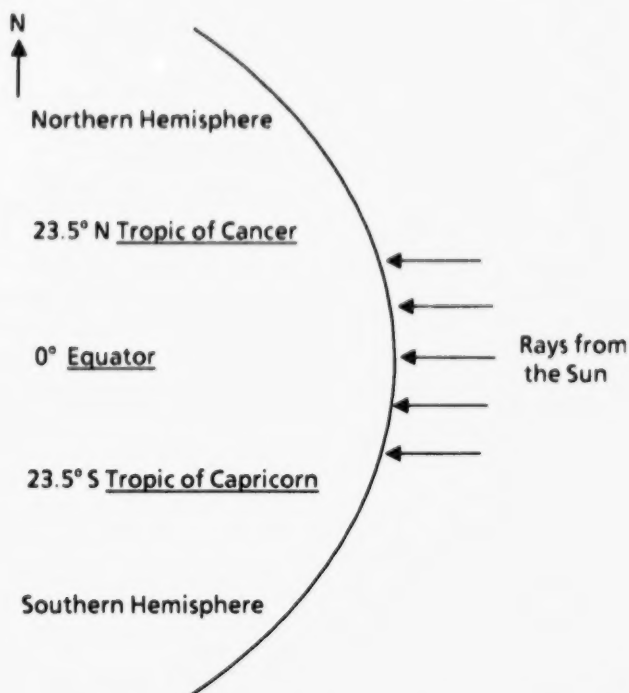
MAPPING ACTIVITIES

1. Provide opportunities for students to examine and discuss the structure and purpose of a globe.

- A globe – is a representation of earth, and therefore, is circular
– has imaginary lines called latitudes and longitudes used to locate places.

Latitudes are parallel lines that divide the globe horizontally. Latitudes never meet and are sometimes called parallels. The equator is 0° latitude and separates the globe into northern and southern hemispheres.

The Tropic of Cancer and Tropic of Capricorn represent the boundaries of direct sunlight, i.e., where rays from the sun will touch the surface of the earth at 90° angles.

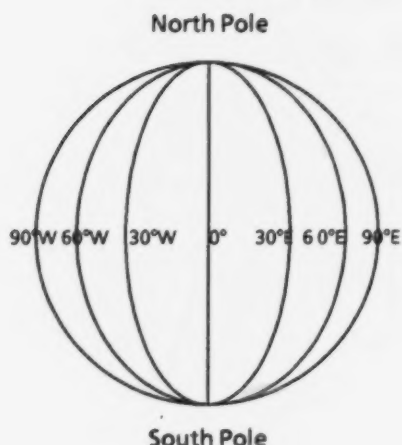


The Tropic of Cancer is 23.5° N.
The Tropic of Capricorn is 23.5° S.
The North Pole is 90° N
The South Pole is 90° S

Have students use a globe to:

- compare size and number of land masses and water bodies in the northern and southern hemispheres
- identify continents, countries, oceans, etc., in the northern and southern hemispheres
- identify countries intersected by the equator and tropics
- identify other latitudes; e.g., the 49th parallel separates Canada from the U.S.A.

Longitudes are imaginary lines that divide the globe vertically. Longitudes are sometimes called meridians and meet at the poles. Longitudes divide the globe into eastern and western hemispheres. The Prime Meridian is 0° longitude and intersects Greenwich, England. The longitude with the highest value is 180° and is on the opposite side of the globe to the prime meridian.



Have students use a globe to:

- locate 0° and 180° longitude, and the international date line
- compare the size and number of land masses and water bodies in the eastern and western hemispheres
- identify continents, countries, oceans, etc., in the eastern and western hemispheres
- name the continents and countries intersected by the prime meridian
- identify other longitudes:
e.g., 120° W separates Alberta from British Columbia
40° E roughly separates Europe from Asia.

2. Provide opportunities for students to use latitudes and longitudes to find the locations of various places on the globe, such as:
the continent to be found at 25° S 130° E
the country located at 50° N 90° E
the water body located at 0° 80° E
the continent located at 40° N 100° W.
3. Use atlases and other resources and provide opportunities for students to compare representations of earth, such as globes and various map projections:
e.g., Mercator, Lambert and polar equal-area
 - Sketch the continents on a mandarin orange and have students view the sketch. Peel the orange in one piece and lay the peel on a flat surface. Have students observe and discuss the distortions in size, shape and/or direction.
 - Have students discuss the difficulties that arise when cartographers attempt to represent the globe on a flat surface.
 - Assist students to recognize and chart the advantages and disadvantages of various representations of the globe.
e.g.,

	Advantages	Disadvantages
Mercator		
Lambert		
Polar Equal Area		

Participation

CASE STUDIES

Use the following case studies to enhance

- critical/creative thinking skills
- problem-solving/decision-making strategies
- personal/interpersonal development
- discussing skills
- group participation skills.

(See "Safe Classroom Environment: Emotional/Physical Environments" in the preamble to this document, pp. 7-8.)

STRATEGIES

- A. Distribute one case study to small groups of students to discuss and resolve.
 - Give each group 10 to 15 minutes to decide upon a resolution and have groups exchange case studies.
 - Provide the opportunity for each group to resolve the case study.
 - Have students compare resolutions through discussion.
 - Have students evaluate group participation.
 - Provide opportunities for students to identify process skills, critical/creative thinking strategies and problem-solving/decision-making strategies used during the discussions.
- B. Distribute a separate case study to each group of students. Have students decide upon a resolution and present the case study and their resolution to classmates.
 - Request alternative resolutions from overviews and ask the group members to role play the new scenario.
 - Provide opportunities for students to discuss the various resolutions and to decide upon the most appropriate resolution.
- C. Provide opportunities for students to work in pairs to resolve case studies.
- D. Encourage students to contribute case studies for discussion. Teachers may provide a special box where students could deposit their written, anonymous scenarios.
- E. Provide opportunities for students to respond individually to case studies and to share their decisions, ideas, etc. with classmates. Ask students to:
 - identify the problem
 - identify the behaviours that support the decision regarding the problem
 - list the feelings of the characters
 - share a similar situation that they have experienced or know about.
- F. Debrief activities by asking students to consider the fact that there are always a minimum of two sides to every issue and encourage students to avoid making judgments, conclusions and decisions before all the facts are known.

CASE STUDY A: Stealing

Richard is one of the more popular students in his class. Helen had just returned from lunch when she saw Richard searching through the pockets of Mario's red jacket. Helen did not know what to do. Should she shout at him angrily, make an excuse for him or simply sneak away before he saw her? Perhaps she should ask him what he was doing and let him feel the stress. One thing was certain, whether or not she confronted Richard, she knew she was going to tell Mario. She liked Richard but was somewhat afraid of him. Mario was not very popular but Helen liked him and felt sorry for him. She gave an audible start as Richard pulled a yellow badge from Mario's pocket and stuffed it into his own. Richard turned and glared at Helen. What should Helen do?

CASE STUDY B: Lying

Kelly is fun to be with and many students like him. Some of the boys in class know quite a bit about Kelly and have noticed that lately, Kelly appears to be lying about his family. For example, Kelly told the teacher that his younger sister is dying of cancer; he told some students from another class that his family is moving to Los Angeles; and he told some girls in the class that he jogs 3 km every day after school. What should Kelly's friends do?

CASE STUDY C: Bullying

Anne and Karen are best friends. They rarely hang out with other groups, and most students like or tolerate them. One day, Sandy saw Anne and Karen picking on a student from another class. They were pushing the student and laughing. They were not asking for anything. When they saw Sandy they picked up Jody and said that Jody was a friend and that the three of them were just having fun. Sandy didn't know whether to believe them but she said and did nothing. Two days later, Sandy saw them doing the same thing with another student. What should Sandy do?

CASE STUDY D: Body Odor

Lynn is new in the school. She is friendly and nice but has a very offensive body odor. People try to visit and work with her but they cannot remain close to her for any length of time. What could Lynn's classmates do without hurting her feelings?

CASE STUDY E: Prejudice

Gloria is a Native Canadian and has lived in a white community with her family for years. Gloria has a group of friends and is fairly well liked. Everybody thinks of Gloria as a student, friend, young girl, etc. However, things changed when Paul came to the school. He pushed her around a few times and told her to go back to the reservation. Everyone, including Gloria, was afraid of Paul because he looked like a weightlifter on stilts. What should Gloria do? What should her peers do?